

A SOCIAL SURVEY
OF THE
EDUCATIONAL INSTITUTIONS
FOR AFRICANS
IN CAPE TOWN

by

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PART I

I N T R O D U C T I O N .

SECTION I

DEFINITION

The title of the thesis, viz: " A Social Survey of the Educational Institutions for Africans in Cape Town", explains what this study is.

This survey is "social" in the scientific sense that recent sociological study has invested in this term. The inquiry, inter alia, records measurable entities of school education such as number of pupils, teachers, teachers' qualifications, school curricula, school buildings, facilities, expenditure, etc. These entities enable one not only to know what school education provisions there are in a community, but also to know how the school system is organized, whether it is adequate, socially sound, and beneficial to the members of that community.

This survey, therefore, differs from any theoretical and philosophical studies of school education done by Educationalists who are mainly concerned with academic teaching and with the influence and importance of subjects and curricula on the personal and cultural development of the student. It differs similarly from the analyses of Psychologists who are interested in the responses of mind and behaviour to the stimuli of the education received.

The direct subject of the survey is educational institutions, not education in the abstract. The types of education imparted, however, serve to classify different types of institutions.

Education may be simply classified as either formal or informal.

The Committee of Enquiry on Adult Education in South Africa defines these categories as follows:-

- A. "Formal education is of the type generally provided in our schools, colleges and universities. It is offered in the classrooms, the lecture room, the laboratory and the workshop. Generally it has in view an examination at the end of the period of study."
- B. "Informal education. We receive informal education every time we are subjected to formative influences, where, although no instruction is given in the ordinary sense of the term, nevertheless our intellect, our emotions or our mind is stimulated or enriched through new experiences. As a rule we do not have an examination in view when we place ourselves under these influences." (1)

According to the above, educational institutions may also be divided into two categories:-

- A. Those that impart formal education, viz. schools, colleges, universities; and
- B. Those that impart informal education such as dramatic art, cinema, broadcasting, newspapers, magazines, libraries, etc. (2)

Only the institutions in category A are the object of this survey, although some of the institutions in category B are dealt with in connection with the educational facilities provided by the schools.

In our society the schools cater for many types of instruction, and have been organized into a system which is like a chain where each link represents a stage in the citizen's education from his childhood to

(1) UNION OF SOUTH AFRICA, "Adult Education in South Africa" - Report by a Committee of Enquiry appointed by the Minister of Education - Chapter II, 9; page 4. - U.G. 35/1945. THE GOVERNMENT PRINTER, PRETORIA, 1946.

(2) T. RAYMONT, "Modern Education; Its Aims and Methods." - Chapter IV, pages 81-104-LONGMANS, GREEN AND CO.- LONDON, NEW YORK, TORONTO, 1939.-

maturity and old age (provided he is willing and able to study). as the following list of possible educational institutions shows:-

Nursery Schools
 Primary and Secondary Schools
 Industrial Schools
 Agricultural Schools
 Vocational Schools
 Special Schools
 Technical Schools
 Training Schools
 Universities
 Adult Classes
 Correspondence Schools

Not all the above schools have been included in this survey. Those chosen were selected according to the following criteria:-

- (a) Schools that impart general education to normal pupils. Therefore, Vocational, Industrial, and Agricultural Schools, and Special Schools for Handicapped children and classes held in hospitals were not surveyed. An exception was, however, made in the case of the School for the Deaf, Wittebome, that imparts general education and has been included in an appendix to the primary and secondary schools.
- (b) Schools for Africans. That is: either Native schools; or Non-European schools where the Africans are on the same footing as the other Non-Europeans; or other institutions open to all races.
- (c) Schools that are situated in the Cape Town Municipal area.

The educational institutions that were found to fulfil the three conditions

above include:-

Nursery Schools
Primary and Secondary Schools
A Special School
The University
The Technical College
Night Schools
Correspondence Colleges.

The specific aim of the survey was twofold, first to find out what educational institutions are "available" in Cape Town for Africans (whether they are numerically adequate, are sufficiently well staffed and equipped, and are strategically located in proximity to pupils's homes; and how far social circumstances of the pupils and of the staffs affect school training); second, to find out to what extent the existing schools are "utilized" by the Africans.

In addition the survey also considers the broader question of school education for Africans, which has become at present one of the major problems of the whole country together with the social and political re-organization of the Bantu community. To re-organize socially is first of all to re-organize mentally; a task which is proper of education in general and of school education in particular.

E. Leen, summarising the definitions given by many great philosophers, defines education as follows:-

"Education is that culture of the mind, the will and the emotions which, whilst adapting a man for the exercise of a particular calling, disposes him to achieve an excellent personal and social life, within the framework of that calling." (1)

(1) E. LEEN, "What is Education?"-Introduction, page 1 - BURNS OATES & WASHBOURNE LTD - LONDON & DUBLIN, 1945.-

See also:-

T. RAYMONT, "The Principles of Education"- pages 3-16, 29-31.- LONGMANS, GREEN AND CO. LTD.-LONDON, 1927.

- idem, "Modern Education"-Chapter II, pages 31-55.- LONGMANS, GREEN AND CO.-LONDON, NEW YORK, TORONTO, 1939.-

Leen also points out the social importance of education, the implication being that all members of a community should be given that education which helps them to become good fellows and good citizens.

In our society a large part of that socio-educational task is entrusted to educational institutions. Schools have become more and more necessary with the increasing organization of the country in cultural, scientific, and political spheres. The progress and prosperity of society demands that all its members reach at least a basic common degree of instruction and skill. On the other hand, several factors (mainly economic) have made private individual teaching almost impracticable, while the long process of formal training can very seldom be imparted by the family. School education, therefore, is the normal recognized pattern. We usually regard a man as educated if he has reached a suitable standard at educational institutions.

The need for schooling is even more essential for Africans if they have to live as a part of a western country and benefit by the advantages of western civilization. "European" pupils find in their homes the western cultural environment to support and enhance their school training, but the Africans often still live in surroundings where tribal customs and beliefs survive, and their culture and outlook usually are not an adequate background to the school. Drs A.W. Hoernle and E. Hellman write:-

"We did not deal with educational institutions in our consideration of Bantu culture because Bantu society had - apart from the initiation school - no separate institutions for educating their young. With the limited number of their skills at its command, it was possible for the family itself to hand on the social heritage to the coming generation..... The initiation schools, where they existed, put the seal on the long process of informal education and served, essentially, to ritualize the change in status to

adulthood and to reinforce the society's attitudes and values. The range of occupation was so limited and the future adult rôle so fixed that it was possible to train a child for a predictable adult rôle." (1)

Africans who are only equipped with the skills and knowledge of their own culture are lost in our society, where they are considered illiterate, unskilled, and thoroughly unprepared to keep pace with westerners. In consequence, illiteracy and lack of skill affect their occupational status and living conditions. Although the Africans, particularly in Cape Town, have improved their standard of living from what it was in the past, nevertheless the bulk of the African population still struggles in poverty. The Africans need their "western" schools so that children and illiterate adults may learn to serve the whole community as useful citizens.

This survey therefore, although limited to a small area, may contribute to other studies and inquiries on Bantu education by showing the state and needs of African schools in Cape Town, which reflect to a certain extent the state and needs of African school education in the whole country.

(1) A.W. HOERNLE, & E. HELLMAN, "The analysis of social change and bearing on Education".- RR 98/52/TB, page 5.-
SOUTH AFRICAN INSTITUTE OF RACE RELATIONS,
JOHANNESBURG, 1952.-

SECTION II

The following information may be considered the "framework" of the survey. It includes a summary of the history of African education, of the present system of administration of African education, and of the school policy introduced by the Bantu Education Act of 1953.

A. HISTORY OF AFRICAN EDUCATION.

My historical notes are limited to the Cape Province and have been outlined mainly from the Report of the Interdepartmental Committee on Native Education of 1935-1936 and from the Report of the Commission on Native Education of 1949-1951. (1)

From the establishment of the settlement in the early 17th century to the last years of the 18th century, there had been no contact between the Europeans and the Africans in the Cape. The history of African education started only in 1799 (2), when Dr. J.T. van der Kemp of the London Missionary Society opened the first Bantu school near the area where Kingwilliamstown is situated at present. Since then, the

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- (1) UNION OF SOUTH AFRICA, "Report of the Interdepartmental Committee on Native Education, 1935-1936"-Chapter I, paras 1-52.-
U.G. No.29/1936.- THE GOVERNMENT PRINTER, PRETORIA,
1936-7.

And:-

idem, "Report of the Commission on Native Education, 1949-1951".
Chapter IV, paras 163-188. U.G. No.53/1951.-
THE GOVERNMENT PRINTER, PRETORIA, 1951-2.

See also:-

P.A.W. COOK, "Non-European Education", Chapter XV, pages 350-351 of
the Handbook of Race Relations in South Africa.-
OXFORD UNIVERSITY PRESS, CAPE TOWN, LONDON, NEW YORK, 1949.-

- (2) The first schools for Africans were started in the Free State in about 1833, in Natal in 1835, and in the Transvaal in 1842.

development of African schools may be divided roughly into four periods.

1. 1799-1849 - This may be called the "missionary period", during which several church societies opened schools, specially in the Eastern Province, without any financial aid whatsoever from government authorities. With the London Missionary Society are to be mentioned the Wesleyan Church, the Glasgow Missionary Society, the Church of England, the Roman Catholic Church, the Moravians, and the Berlin Society.

When in 1839 J. Rose Innes was appointed first Superintendent-General of Education of the Cape, also mission schools came under his departmental jurisdiction. In 1841 he laid down conditions for grants-in-aid to the mission schools that provided education for the "poorer classes", including Europeans, Coloured people, and Africans. Pupils belonging to all races were catered for together in these schools. The Africans, however, were very few; and before 1855 we find hardly any mission schools, aided by the Education Department, providing education specifically for Africans.

2. 1850-1925 - Bantu education is, at this time, recognised and subsidized by the Cape Government. In 1854 Sir George Grey, Governor of the Cape, announced that subsidies would be paid to

"missionary institutions that would undertake to train Bantu youth in industrial occupations and to fit them to act as interpreters, evangelists and school-masters among their own people."

(see above: Report 1935-1936, para.11; and Report 1949-1951, para.166)

From 1855 onwards, when the first grants were paid, a considerable development in Bantu education resulted. The sums were paid out of the Aborigenes Department's Fund, as laid down in the Constitution Ordinance of 1854 which granted Representative Government to the Cape. This Fund

from 1855 to 1862 expended an average of £7000 per annum on African education - a generous provision when we know that the Government expenditure on European education at this time was slightly more than £10000 per annum. It should be noted that these schools, aided by the Aborigenes' Fund, were not under the control of the Education Department. The Committee remarks in its Report:-

"This resulted in a serious lack of supervision or expert guidance of the work of these schools, either in their elementary departments, or in their new ventures into industrial education".

(Report 1935-1936, para.12)

In 1865, on a recommendation made in his Report on Native Education by Dr Langham Dale, Superintendent-General of Education (who considered the previous education system "a successful one" on the whole), all the schools for Africans were put under the control of the Education Department by the Education Act No.13 of 1865. The result was closer organization between the Department and the schools, and consequent further development of African education.

Three events in this development must be particularly mentioned, viz. the opening of the South African Native College at Fort Hare in 1916, the introduction of free primary education for Non-Europeans in 1920, and the adoption of a differentiated primary curriculum for Native schools in 1922.

The main features of this curriculum were that the teaching of the vernacular in the primary classes should be made compulsory; and that hygiene, Native handwork, elementary agriculture, and gardening for boys and housecraft and needlework for girls should be taught.

3. - 1926-1945 - This period is characterized by joint control of the Department of Native Affairs and the Provincial Education Departments.

The State now assumes more responsibilities in financing a larger number of schools, in employing many more administrators and inspectors, in controlling the training of teachers and the general management of all institutions.

The number of Government and state-aided schools increased appreciably. In 1926, for instance, there were in the Cape 1625 State-aided schools and 1 Government school; in 1945 there were 2030 State-aided and 14 Government schools.

4. 1946-1953.- This last period, which was ended by the Bantu Education Act of 1953, saw joint control of the Department of Education, Arts, and Science (formerly Union Education Department) and the Provincial Education Departments. It was marked by a change in the system of financing Bantu education under Act No.29 of 1945 (1), in order to counter more efficiently the difficulties of expenditure on the ever-increasing number of African schools.

B. PRESENT ADMINISTRATION OF AFRICAN EDUCATION.

The Administration of African education referred to here is the administrative system which was operating at the time of this survey. The survey was held during a transition period when the African schools in Cape Town were still administered under the educational system which was changed by the Bantu Education Act of 1953. This Act became law at the end of September 1953 and came into operation from the 1st January 1954. (2) From that date the Native Affairs Department has taken over from the

(1) UNION OF SOUTH AFRICA, "Native Education Finance Act," No.29 of 1945-
THE GOVERNMENT PRINTER - PRETORIA, 1945.

(2) UNION OF SOUTH AFRICA "U.G. Gazette, 24th December, 1953.-para.270.-
THE GOVERNMENT PRINTER - PRETORIA, 1953.

Provincial Education Authorities the administration of African education. But, according to information from the Secretary of Native education in Cape Town, the Education Department for the Cape Province was still entrusted with the education of Africans, as the new Native Education regulations had to be finally considered before being put into effect.

The following information, summarized from the Official Year Book of the Union of South Africa (1), is not limited only to the administrative policy specifically regarding African education, but gives some details on the general administration of education in the Union. The reason for this is that the schools of my survey include also institutions which are not exclusively for Africans but for people of the other races, such as, for instance, the University of Cape Town and the Technical College.

The administrative system of education in the Union is of a dualistic nature. Under the Act of Union, 1910, the Provincial Education Departments administer primary and secondary education and control most of the training of teachers, while the Union Government, acting through several State departments - the chief being the Department of Education, Arts and Science - administer higher education. But, while by Act of Union in 1910 "higher education" meant only "university education", at present also industrial education, child welfare, agricultural education, vocational and technical education, etc. fall under the definition of "higher education" and consequently under national control. Economic reasons, in particular, decided the central Government to take over by successive Acts of legislation, the control and administration of institutions, which range from kindergartens to the highest post-graduate

(1) OFFICIAL YEAR BOOK OF THE UNION OF SOUTH AFRICA, No.27-1952-53"
Chapter VIII, para.1, pages 333-336 and 338.
THE GOVERNMENT PRINTER - PRETORIA, 1953-4.

classes of the university. The Provinces were found too weak to run them properly. On the other hand this "anomalous situation has its counterpart in the provincial domain where, besides administering primary and secondary education, the provincial departments also train teachers whose two-year and three-year courses are all of a post-matriculation nature, and therefore are strictly speaking higher education". (ibidem, page 333)

The financing of education is dependent firstly, on the authority which administers the school, i.e. provincial, union or local authority.

The provinces are responsible for the financing of primary and secondary education from revenue received from provincial taxation and from a subsidy from the Union Government. The Financial Relations Consolidation and Amendment Act No.38 of 1945 lays down, inter alia, that a general annual subsidy shall be paid, from the Consolidated Revenue Fund of the Union to each Province, of an amount equal to fifty per cent of net expenditure.

The Union Government finances education as follows:-

Universities and technical colleges, as State-aided institutions, receive grants amounting to about half the cost of maintenance of these institutions; vocational, housecraft and industrial schools are financed in full by the Department of Education, Arts and Science; finally there are several other institutions of various types which receive grants-in-aid from the Department of Education, Arts and Science.

The local authorities of the Union, (which differs radically in this respect from Great Britain, Canada, U.S.A. and most European countries) have no power to impose taxes for education, "and, with the exception of sporadic grants made by large urban municipalities to universities and technical colleges, they raise no money for education". (ibidem, page 335)

The financing of education, moreover, is dependent on the types

of schools, i.e. public, State-aided or private schools.

The public or State schools are those which are under public management; they are administered and fully financed by the State; approximately 93 per cent of European children attend public schools. The large majority of Non-European schools are State-aided schools and are partly supported and controlled by the churches. Private schools, attended by a small minority of children, receive no financial aid from the Government authorities.

The administration of African education, changed by the Bantu Education Act of 1953, was still conducted in the Cape at the time of my survey, as said above, under the previous regulations.

The legislative authority on African education was the Provincial Council. The head of the Provincial Education Department administered African education, assisted by a Chief Inspector on Native Education, and was advised on education matters by an Advisory Board consisting chiefly of representatives of the missions, as the large majority of African schools were State-aided mission schools.

The mission schools were controlled by missionary managers, many of whom were, in the Cape, African while in the other Provinces they all had to be European. The chief functions of managers of African aided schools were as follows:-

- "(i) To provide for and supervise religious and moral instruction,
- (ii) To provide and maintain all necessary school buildings.
- (iii) To nominate for approval by the Education Department, teachers to be appointed.
- (iv) To furnish to the Education Department all required records and returns.

- (v) To effect, on behalf of the Education Department, payment of all approved teachers' salaries.
- (vi) To suspend at descretion any teacher against whom a charged of misconduct (was) laid."
(ibidem, page 336)

Above the Provincial Education Authority there was the controlling authority of the Minister of Education. Under Act No.29 of 1945 (1) the Minister appointed a Union Advisory Board on Native Education to advise the Union Government and the administrations of the Provinces on matters relating to African education. The members of this Board were: the Secretary for Native Affairs, as chairman; the Secretary for the Department of Education, Arts and Science; a representative from each Province; other three nominated members, and two members of the Natives Representative Council.

The main provision made by Act No.29 of 1945 was, as the Commission on Native Education of 1949-51 writes,

"a revolutionary change in the financing of Bantu education, in that all the funds to be made available to the Provincial Administrations were to be drawn direct from the Consolidated Revenue Fund and were no longer dependent on General Tax. The estimates were placed on the votes of the Union Department of Education, Arts and Science and the Secretary for that Department became the Accounting Officer". (2)

The financing of African education has always been a difficult problem for the country owing to the growth of the needs of African education and of the consequent expenditure. From 1910, when the four Provinces were united in the Union, until 1921 the provincial governments continued to provide the necessary funds. This practice was unsatisfactory with the expansion of Bantu education and it was inevitable that more funds should be provided either from taxation on the Africans or from general

(1) UNION OF SOUTH AFRICA, "Native Education Finance Act, No.29 of 1945.- Section 3.- THE GOVERNMENT PRINTER-PRETORIA, 1945.

(2) idem, "Report of the Commission on Native Education, 1949-1951" Chapter IV, para.198.-U.G. No.53/1951 - THE GOVERNMENT PRINTER, PRETORIA, 1951- 2.-

revenue; and when the Transvaal attempted to tax the Africans in 1921, the Union Government intervened, debarring, by Act No.5 of 1921, the Provinces from imposing taxes on Africans for their education. The central government itself agreed to provide the necessary funds.

Soon, owing to overdue expansion, further funds were needed and the Government, by the Native Taxation and Development Act No.41 of 1925 allocated one-fifth of the Native poll tax for African education. The money was paid into the Native Development Fund, which became known as the South African Native Trust Fund. Bantu education expanded again and the revenue derived from the general tax was increased from time to time as pressure on the Native Development Fund increased. Nevertheless, during the years 1925-1945 the expenditure in Bantu education always exceeded the funds available from direct Bantu taxation.

Act No.29 of 1945 put the financing of African education on a completely new footing, no longer dependent on the insufficient general tax. (1) At present, however, this Act as well has been repealed by the new legislation.

C. AFRICAN EDUCATION UNDER BANTU EDUCATION ACT 1953.

The new Bantu Education Act of 1953 (2) may be regarded, as the "apex" in the historical process of centralization of African education, which started from the independent control of private missionary and philanthropic societies. This process developed into a larger system of provincial administration and now ends with the unitary control of the Central Government.

(1) UNION OF SOUTH AFRICA, "Report of the Commission on Native Education, 1949-1951"-Chapter IV,2, paras 189-197, 219-221.-
U.G. 53/1951 - THE GOVERNMENT PRINTER, PRETORIA, 1951-2.

(2) idem, "Bantu Education Act No.47 of 1953"-
THE GOVERNMENT PRINTER - PRETORIA, 1953.

The Act lays down the following main provisions:-

- (a) It provides for the transfer of the administration and control of Bantu education from the provincial authorities to the Government, namely to the Union Department of Native Affairs. (Section 2)
- (b) Only primary and secondary education and teachers' training are affected by the Act.
"Higher Education", within the meaning of Act N.38 of 1945, is excluded. (Section I,iii)
- (c) There will be three types of schools under the Act; viz. Bantu community schools, established or maintained by Bantu authorities, native councils, tribes or communities (Section 6); Government Bantu Schools, newly established by the government or taken over from provincial administration (Section 7); and State-aided Native schools, including mission schools. The Minister is required to consult the local Bantu authority before approving the establishment or existence of these schools, or before granting any aid (Section 8)
- (d) As from the date to be fixed by the Minister, no Bantu or native school, excepting Government Bantu schools, can be established or conducted unless it has been registered. The registration is at the discretion of the Minister acting on the advice and recommendation of the Native Affairs Commission. (Section 9)
- (e) In regard to the management and control of Government Bantu schools, the Minister is empowered to establish any regional, local boards or councils as he may deem

expedient; he may also entrust the control and management of a Government Bantu school to a Bantu authority or Native council (Section 12)

- (f) Finally, the Minister may issue regulations on specific matters with regard to the administration of Native education, and on "any other matter", (such as medium of instruction, religious instruction, fees, etc), relating to Government Bantu schools. (Section 15)

Only the future of primary and secondary education and teachers' training therefore, has been replanned by the Act, because at present the Africans are utilizing the existing facilities for higher education very little, as this survey also shows in the following pages. But there is no doubt that if primary and secondary education of the Bantu improves together with their socio-economic conditions, additional facilities will have to be provided in this sphere too.

The Act is a part of the large-scale scheme already in operation, applied by the Government in the attempt of re-organizing the whole Bantu community of South Africa. Other remarks and criticisms on this Act are made in the last part of this work.

Summary of References

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- idem, ibidem, Chapter II, pages 31-55.
- idem, "The Principles of Education", - pages 3-16, 29-31.- LONGMANS, GREEN AND CO. LTD. - LONDON, 1927.
- UNION OF SOUTH AFRICA, "Adult Education in South Africa" - Report by a Committee of Enquiry appointed by the Minister of Education. - Chapter II, 9; page 4. - U.G. 35/1945.- THE GOVERNMENT PRINTER, PRETORIA, 1946.
- idem, "Bantu Education Act No.47 of 1953"- THE GOVERNMENT PRINTER, PRETORIA, 1953.
- idem, "Native Education Finance Act No.29 of 1945". - THE GOVERNMENT PRINTER - PRETORIA, 1945.
- idem, ibidem, Section 3.
- idem, "Report of the Interdepartmental Committee on Native Education, 1935-1936". - Chapter I, paras. 1-52.- U.G. No.29/1936. - THE GOVERNMENT PRINTER - PRETORIA, 1936-7.
- idem, "Report of the Commission on Native Education, 1949-1951". - Chapter IV, paras 163-188.-U.G. No.53/1951.- THE GOVERNMENT PRINTER - PRETORIA, 1951-2.
- idem, ibidem, Chapter IV, para.198.-
- idem, ibidem, Chapter IV,2, paras 189-197, 219-221.
- idem, "U.G. Gazette, 24th December 1953". - para.270.- THE GOVERNMENT PRINTER - PRETORIA, 1953.

PART II

THE SCHOOLS OF THE SURVEY.

SECTION I

SCHOOLS AND AREA

At the time of my survey, June 1954, the different types and number of institutions for Africans that imparted general education were the following:-

- 3 nursery schools
- 12 primary schools
- 1 high school
- 1 special school for the deaf
- 1 university
- 1 technical college
- 13 night schools
- 5 correspondence colleges

Of these schools:-

- 26 are for Africans only (viz. 2 nursery schools, the high school, 12 primary schools and 11 night schools);
- 5 are for Non-Europeans (viz. 1 nursery school, the school for the deaf, the technical college and 2 night schools);
- 6 are schools open to all racial groups (viz. the university and the correspondence colleges).

Moreover, the above institutions may be divided into two categories:-

- A. Schools where the Africans are full-time pupils

(viz. the nursery schools, primary and high schools,
the school for the deaf and the university);

- B. Schools where the Africans are part-time pupils (viz.
the technical college, night schools and correspondence
colleges.)

The names and addresses of the schools are as follows:-

NURSERY SCHOOLS

1. Kensington Nursery School
12th Avenue,
Windermere.
2. Langa Nursery School
Lerotholi Road,
Langa.
3. R.C. Nursery School
Langa Road,
Langa.

PRIMARY AND SECONDARY SCHOOLS

4. Langa High School
Washington Avenue
Langa
5. Methodist Primary School
Chapel Street,
District Six,
Cape Town.
6. Methodist Primary School
Cashel Road,
Athlone.

Branches:

- Laurens Road,
- Off Kromboom Road,
- Blender Avenue,

7. Methodist Primary School
Lerotholi Road,
Langa.

8. St. Cyprians Primary School (E.C.)
Lerotholi Road,
Langa.
9. R.C. Primary School
Rubusana Avenue,
Langa.
10. A.M.E. Primary School
Rubusana Avenue,
Langa.
11. D.R.C. Primary School
Jungle Walk,
Langa.
12. Methodist Primary School
10th Street,
Windermere.

Branches:-
-3rd Avenue,
-2nd Avenue,
-6th Avenue,
-12th Avenue,
-6th Avenue,
13. E.C. Primary School
7th Avenue,
Windermere.
14. Presbyterian Primary School
Boundary Road,
Retreat.

Branches:-
-Boundary Rd., 4th Avenue
-Blouvlei.
15. Methodist Primary School
Free Ground,
Muizenberg.
16. Methodist Primary School
Pine Road,
Rylands.

SPECIAL SCHOOL

17. Dominican School for the Deaf
Wittebome.

UNIVERSITY.

18. University of Cape Town
Rondebosch.

TECHNICAL COLLEGE

19. Technical College
Roeland Street,
Cape Town.

Branches at:-

- Battswood Secondary School
Gosport Avenue
Wynberg.
- Alex-Sinton Secondary School
Buckley Avenue
Athlone.
- Kensington Central School
Kensington Road,
Maitland.

NIGHT SCHOOLS

(Cape Night School Association)

20. Langa Senior Night School
at E.C. Primary School
Langa.
21. Langa Junior Night School
at Methodist Primary School
Langa.
22. Windermere Night School
at Methodist Primary School
Windermere.
23. Retreat Night School
at Presbyterian Primary School
Retreat.
24. St. Mark's Night School
William Street
District Six, Cape Town.
25. Cafda Night School
Prince George's Drive,
Retreat.
26. Sea Point Night School
Baptist Hall
Tramway Rd, Cape Town.

27. Green Street Night School
Friends' Meeting House
Green Street, Cape Town.

(Other Night Schools)

28. Diocesan College Night School
Diocesan College,
Rondebosch.

29. Rosebank Night School
Methodist Hall,
Main Road,
Rosebank.

30. Presbyterian Night School
Presbyterian Hall
Hatfield Street
Cape Town.

31. Methodist Night School
at Primary School
Cashel Road.

32. St Paul's Night School
Bryant Street,
Cape Town.

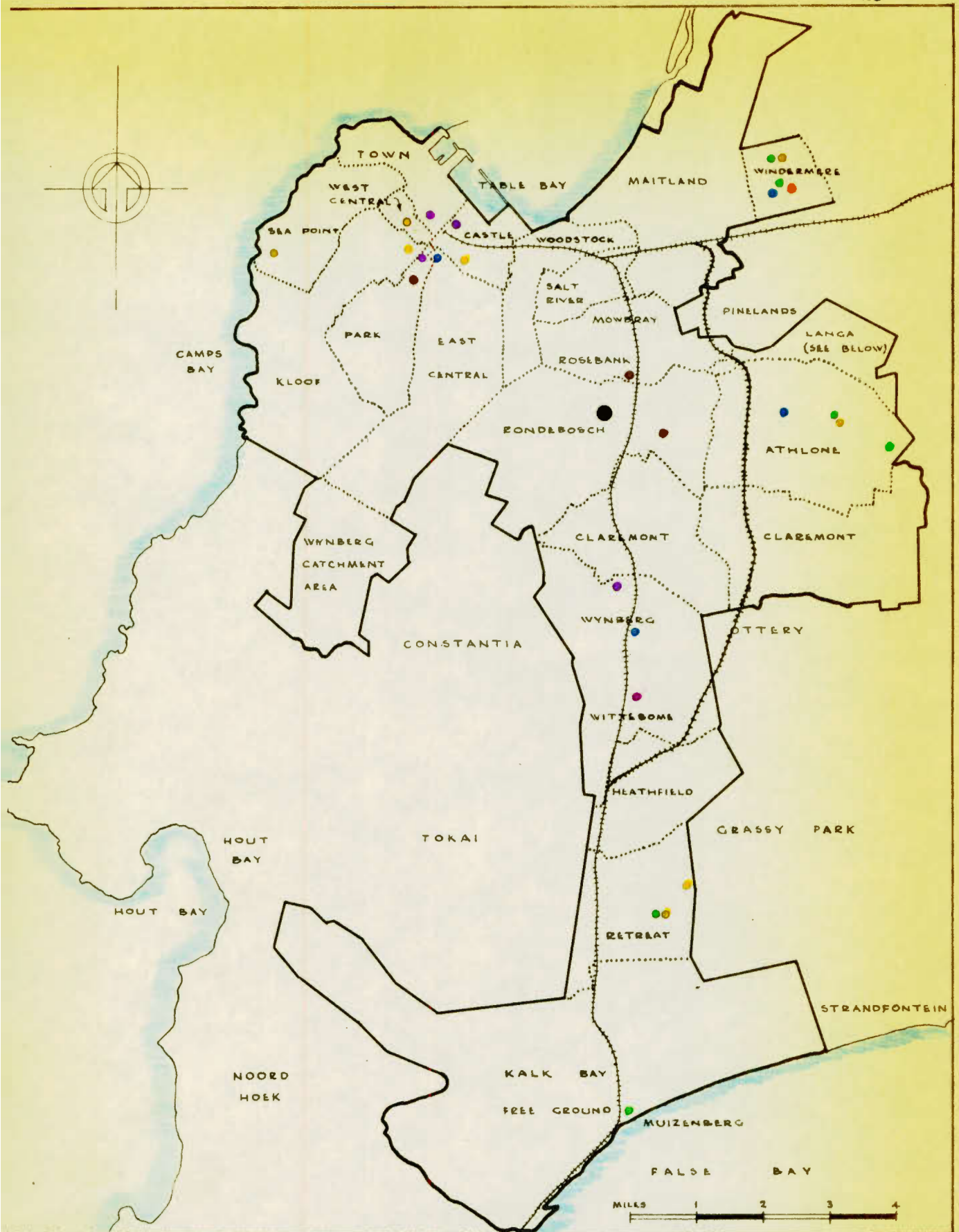
CORRESPONDENCE COLLEGES

33. University of South Africa -
Commissioner,
75, Forest Drive,
Cape Town.

34. Cape Technical College
Correspondence Department,
Longmarket Street,
Cape Town.

35. College of Commerce,
Mosenthals Buildings,
39, Roeland Street,
Cape Town.

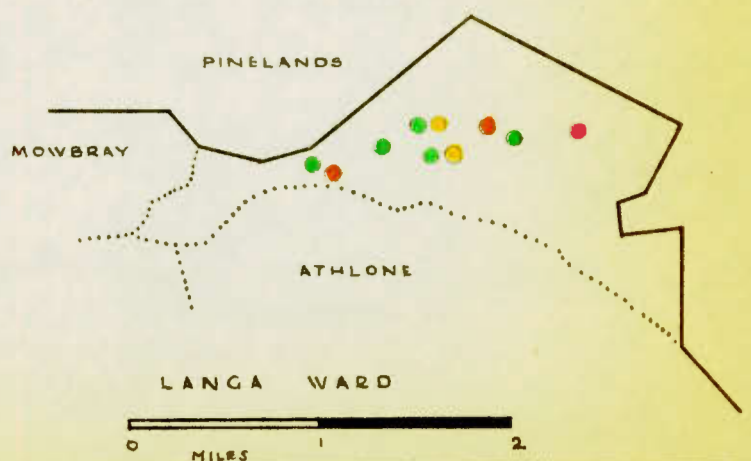
36. Union College,
Commissioner-Consultant,
"Headingly"
Aliwal Road,
Wynberg.



- UNIVERSITY
- HIGH SCHOOL
- PRIMARY SCHOOL
- TECHNICAL SCHOOL
- NIGHT SCHOOL ASS.
- PRIVATE NIGHT SCHOOL
- NURSERY SCHOOL
- CORRESPONDENCE COURSES
- DOMINICAN SCHOOL FOR DEAF

WARD BOUNDARIES

RAILWAYS



37. International Correspondence Schools
45, Shortmarket Street,
Cape Town.

It seemed useful to add to the above list of schools, a list of the districts of the Cape Town Municipality, and a map showing the geographical distribution of the schools surveyed along the municipal area.

In Report SS 4 of the Social Survey of Cape Town (1) the Municipality of Cape Town is divided into the following areas:-

1. WESTERN AREA: Sea Point, Camps Bay, Tamboers Kloof, Oranjezicht (Districts encircling Lion's Head);
2. CENTRAL AREA: Mouille Point, the Docks, Signal Hill, the City, District Six, Vredehoek (the seaward part of Cape Town);
3. EASTERN AREA: Woodstock, Salt River, Observatory, Maitland, and lately Windermere (Districts around the estuary of the Salt River);
4. SOUTHERN AREA: Mowbray, Rondebosch, Claremont, Wynberg, Diep River, Retreat, Muizenberg, Kalk Bay (the Southern Suburbs). Langa and Athlone belong to this area.

The map on page 25 shows circles in different colours which indicate the different types of schools and were drawn where the central buildings of the schools are approximately. The circles in black closely drawn to other circles indicate those night schools which are held in the premises of the other day-schools.

(1) E. BATSON, "Poverty in Coloured Households", Report SS 4, 1941, page 8.-
UNIVERSITY OF CAPE TOWN - CAPE TOWN, 1941.

SECTION II

NURSERY SCHOOLS

In a pamphlet issued by the Nursery School Association of South Africa, Vivien L. Brown defines a Nursery School as "a place where a group of children between the ages of 2 and 6 years come to spend several hours of the day playing, eating and sleeping in a happy and healthy environment under the guidance and supervision of trained personnel". (1)

In South Africa a Nursery School must be registered under the Children's Act in order to benefit from grants-in-aid or subsidies by the Social Welfare Department or by the Municipalities. Section 39, sub-section (a) of the Act, reads:

"If the Minister is satisfied that an Institution is so managed and conducted that it is suitable for the reception, maintenance and training of children in need of care, and that the manager of that Institution may be properly entrusted with the powers conferred by this Act and any regulations thereunder, upon the manager of a certified institution, he may, on the application of that institution, grant to them his certificate to that effect." (2)

In my survey of the Nursery Schools for Africans in the Cape Town Municipality I have included Crèches. Crèches cater for children under 2 years of age and may be divided into two categories:-

- (a) Crèches which are "places like hostels" where infants are cared for during the day, i.e. are looked after,

(1) VIVIEN L. BROWN, "Nursery Schools in South Africa" - No.4, page 3.-
THE NURSERY SCHOOL ASSOCIATION OF SOUTH AFRICA,
PRETORIA.-

(2) UNION OF SOUTH AFRICA "Children's Act No.31/1937" - Section 39,
sub-section (a) - THE GOVERNMENT PRINTER-PRETORIA, 1937.-

fed and kept orderly and clean, whilst their mothers are at work away from home.

- (b) Crèches where, in addition to above functions, some educational activities are undertaken, similar to those in Nursery Schools.

Only Crèches in Category B have been included in my survey, as their methods and aims are similar to those of Nursery Schools.

In summary, therefore, it may be regarded that:-

Crèches are "Pre-schools for children under 2 years of age". Nursery Schools are "Pre-schools for children from 2 to 5 years of age".

The pre-school education movement (1), which has developed extensively during the first half of this century in many western countries, started in South Africa in 1930 when a Nursery Health Class was opened by the Municipal Health Department in one of the poorer quarters of Johannesburg. Cape Town and East London also established, at a later date, several Municipal Nursery Schools for indigent children. Other Municipalities followed and gave grants-in-aid and other assistance to Nursery Schools run by voluntary agencies.

The educational significance of Nursery Schools has been always stressed by their promoters. At present a number of Nursery Schools are run by committees of parents or by others interested in education. The Union Education Department has introduced Nursery Schools into a few of their Housecraft High and Girls' Industrial Schools as practice centres for pupils interested in child welfare.

(1) NURSERY SCHOOL ASSOCIATION OF SOUTH AFRICA, "Nursery School Handbook", Chapter 1, pages 235-7.- THE AFRICAN BOOKMAN,.- CAPE TOWN, 1947.

The Union Government supplement 50 per cent of the grants paid by the Social Welfare Department or by Provincial Departments - Health, Education - to approved Nursery Schools.

In the Cape Province most of the Nursery Schools are run by charitable institutions and churches and, if approved, are subsidized by Welfare or Health Departments. Health Departments run some of the schools. Moreover, the Provincial Administration (amongst whose Chief Officers are the Superintendent-General of Education and the Secretary of the Education Department) pays £1 10s. per quarter in respect of each pupil enrolled at a recognised Nursery School. No Nursery School for Africans is at present subsidized by the Provincial Administration. Normally Government and Provincial subsidies are granted to approved Nursery Schools, applying for them, on recommendation of the Nursery School Association of South Africa.

The Nursery School Association of South Africa (1) was constituted in 1939. The Association is recognised by those Government and local authorities that subsidize Nursery Schools. It is a nationally organised body. The work of the Association is carried out chiefly through local branches which are formed in any community with a minimum of 12 members. The Association offers help and information in the establishment of Nursery Schools of an approved standard, which the Association tries to keep high in order to increase the efficiency of all persons or agencies that administer Nursery Schools. The Association grants "Certificates" to the schools provided they maintain the standard set by it.

The Association lays down "General and Specific Standards" which indicate the aims of a Nursery School. I quote them below as the

(1) NURSERY SCHOOL ASSOCIATION OF SOUTH AFRICA, "Nursery School Handbook"- Introduction. - THE AFRICAN BOOKMAN - CAPE TOWN, 1947.

Association is the most competent South African authority in the matter. (1)

According to the "General Standards", a Nursery School:-

- Excludes formal instruction of the three Rs;
- Maintains and promotes physical health through regular medical and dental inspection, and through the provision of an environment and programme designed to meet the developmental characteristics and needs of the child;
- Provides for the child developing interests by giving him experiences and materials with which he can work out his own problems and satisfy his growing impulses;
- Gives the child opportunities to associate with other children of his own age and level of development;
- Provides the skilled guidance of qualified persons who have a real understanding and love of pre-school children;
- Maintains close co-operation with parents or guardians, assisting them to understand the various aspects of the child's development;
- Should provide such education through the medium of the child's mother tongue

According to the "Specific Standards", a Nursery School should provide free activity, a balanced mid-day meal, sleep and rest on individual beds or mats, lessons in personal hygiene and introduction to

(1) NURSERY SCHOOL ASSOCIATION OF SOUTH AFRICA, "Nursery School Handbook"- Chapter 2, pages 238-241-. THE AFRICAN BOOKMAN - CAPE TOWN, 1947.

See also:

idem; "Handbook of Nursery School Standards and Equipment"- pages 1-3 obtainable by the Honorary Secretary, P.O.Box 673, PRETORIA-

various kinds of creative activity.

In buildings and equipment the school should provide:-

- (a) Indoor playing and sleeping space. The minimum floor space should be 30 sq.ft. per child.
- (b) Outdoor playing space. The minimum should be 60 sq.ft. per child, with hard runways for wheeled toys. The remainder of the space is to be covered with grass.
- (c) Cooking facilities.
- (d) Wash basins and lavatories. The minimum should be 6 basins and 4 lavatories for 35 children.
- (e) Adequate furniture and educational toys.

The school should not cater for more than 35 pupils. It should have a full-time staff including a trained Supervisor, Assistant, Cook and Cleaner; and part-time staff including a Doctor, Dentist, Psychiatrist and Psychologist, Dietician, Social Worker, trained Nurse, and other specialists if necessary.

Medical, dental and developmental examinations should be held regularly; viz. daily health examinations by the supervisor or by the nurse, quarterly examinations by the doctor, half-yearly examinations by the dentist. Children's Records on health, weight and height must be kept faithfully. A systematic programme of parent-teacher co-operation should be maintained.

The above review of the nature, development and aims of the Nursery Schools leads to a discussion of the question of including them in a survey of African education.

Can Nursery Schools be classified as "schools"? Many modern educationalists rank them definitely with the schools, influenced by the importance which child psychologists attach to the formative years of childhood. As long as 50 years ago a Victorian scholar is said to have remarked to a colleague about his new born child, "Young as he is, he will

learn more than you in the next few years." The statement is no longer mere opinion, as it could have been in past centuries. "Never again", says a modern investigator, "will the child's mind, character and spirit advance as in this formative period of growth." (1)

The educational importance of Nursery Schools as "schools" is shown clearly by the interest which Education Departments of many European countries have taken in Nursery Schools either by financing them or by including them in the educational system of their communities. In England, for instance, the Education Act of 1918 makes Nursery Schools an integral part of the Education system. Local education authorities must provide Nursery Schools for pupils under 5 years of age. (2)

In South Africa Nursery Schools are still under the care of social and family welfare organizations, such as Social Welfare and Health Departments, Boards of Aid; private organizations such as Die Suid-Afrikaanse Federale Vroueraad, the National Council for Child Welfare, the South African National Council for Maternal and Child Welfare, the Nursery School Association of South Africa, Church charitable institutions, and the like. (3) But the financial aid given by Central Government and Provincial Education authorities illustrates that their value in the general educational system is recognized.

The definition of a Nursery School by Vivien L. Brown quoted at

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- (1) T. RAYMONT, "Modern Education: Its Aims and Methods." - Chapter V, page 115 - LONGMANS, GREEN AND CO.-LONDON, NEW YORK; TORONTO, 1939.
- (2) THE NURSERY SCHOOL ASSOCIATION OF GREAT BRITAIN, "Nursery Schools in Relation to Slum Clearance and Re-Housing." page 2.- GLOUCESTER PRINTERS LTD, BLACKFRIARS PRESS - GLOUCESTER. -
- (3) OFFICIAL YEAR BOOK OF THE UNION OF SOUTH AFRICA, No.27 - 1952-53.- Chapter V, para.2, pages 191-3; and para.6, page 204.- THE GOVERNMENT PRINTER, PRETORIA, 1953-54.

the beginning of this section is as follows:-

"A place where a group of children between the ages of 2 and 6 years come to spend several hours of the day playing, eating and sleeping in a happy and healthy environment under the guidance and supervision of trained personnel."

One may ask if this is education in the traditional sense of the word, for "playing, eating and sleeping" seem to have very little in common with academic subjects. But the fact is that in a Nursery School children learn, "under skilled supervision", manners, short verses, singing, hygiene, and the first rudiments of number work. All this is unquestionably education. Moreover, a wash-basin or a toy in childhood may have the same educational importance, *mutatis mutandis*, which an hydraulic pump has in the Engineering Department, a clay model in the Department of Fine Arts of the University, and a "spartito" in the College of Music.

Therefore, I accept the opinion of many educationalists who consider the Nursery Schools as a part of the whole school system, and have included them in my survey. In particular, the "social character" of the Nursery Schools, recognised by everybody, suits the nature and aims of this survey perfectly.

There are 11 Non-European Nursery Schools in Cape Town.

These may be divided into the following categories:-

- A. Those for Africans only (viz. Langa Government Crèche, and Nursery School, and Langa R.C. Nursery School);
- B. Those that do not admit Africans (viz. Bokmakirie Crèche, 1st Avenue, Bokmakirie, run by the City Health Department; Marion Institute, Chapel Street, Cape Town; Salt River Nursery School, Shelley Street, Salt River, run by the City Health Department; and Bloemhof Nursery School,

Constitution Street, Cape Town, run by the City Health Department);

C. Those admitting Africans and other Non-Europeans.

Of these, 2 schools (viz. Janet Bourhill Institute, Lansdowne Rd., Claremont, and Tafelberg Day Nursery School, Canterbury Street, Cape Town, run by the Board of Aid) are actually registered as Nursery Schools for Coloured Children, and therefore, although Africans are sometimes admitted, they are registered as Coloured pupils.

The other 3 schools (viz. Kensington Crèche, Windermere; Hyman Liberman Institute Nursery School, Muir Street, Cape Town; and Cafda Nursery School, Prince George Drive, Retreat), while admitting Africans and other Non-Europeans on equal footing, register each according to his race.

In this survey I have included both schools in Category A, no school in Category B, and 1 school in Category C. I have chosen only 1 school in Category C (viz. Kensington Crèche, Windermere) because the number of African pupils is comparatively high (Africans 38, other Non-Europeans 66), while in the other schools the African children are 13 in all, distributed as follows: Hyman Liberman Institute Nursery School, 3; Cafda Nursery School, 2; and Janet Bourhill Institute, 8. The main reason for these small numbers of African pupils is that these schools are situated in Coloured areas with few Africans.

It is interesting to record here the total number of Nursery Schools in Cape Town in order to note the difference in the number of Nursery Schools for Europeans and for Non-Europeans. The figures have been provided by the Maternal and Child Welfare Office, Health Department, Keeron Street, Cape Town, and are those for 1952, the latest figures

available at the time of my inquiry:-

Nursery Schools for Europeans	63
Nursery Schools for Non-Europeans other than Africans	9
Nursery Schools for Africans	1

There is, however, one school included in my survey, not included in the above figures, viz. Langa R.C. Nursery School, started in 1953. Of the 3 schools surveyed (1), Kensington Crèche and Langa Government Nursery School are registered under the Children's Act of 1937. Langa R.C. Nursery School is not yet so registered, because it is not open for the period of 10 hours per day (viz. either from 7 a.m. to 5 p.m., or from 8 a.m. to 6 p.m.) prescribed by Government Regulations. This Nursery School caters for the children from 9 to 12 a.m. only.

The following Tables refer to the above 3 schools.

TABLE I

Sex and Age Classification of Pupils for Period January to June 1954.

Name of School	A G E G R O U P						TOTAL		
	Under 2 years			2-5 years			M.	F.	Total
	M.	F.	Total	M.	F.	Total			
Kensington	20	18	38	-	-	-	20	18	38
Langa Govt.	12	7	19	22	33	55	34	40	74
Langa R.C.	-	-	-	34	69	103	34	69	103
TOTAL	32	25	57	56	102	158	88	127	215

- (1) - Kensington Crèche, Windermere, for Non-Europeans (see Plate I, photo 1) started in 1952; it is run by the Union of Jewish Women of South Africa, Cape Town Branch.
- Langa Government Crèche and Nursery School for Africans (see Plate I, photo 2) started in 1952 and is run by the City of Health Department;
- Langa R.C. Nursery School for Africans (see Plate I, photo 3) is run by the Holy Cross Sisters from Athlone, Cape Town.

The most remarkable feature of the above Table is the large numbers of pupils on the roll, if we adopt the standard number of 35 pupils suggested by the Nursery School Association.

It must be noted that the figure for Kensington Crèche, id. 38, represents only the African pupils. This Crèche also caters for 66 other Non-European pupils, which brings the total roll to 104. The high enrolment shows the need for more schools. The eager use made of the schools by those fortunate enough to gain admission is clearly evidenced by the following Table:-

TABLE II

Average and Percentage Daily Attendance for Period January to June 1954.

Name of School	ATTENDANCES		
	Possible	Actual	Per cent
Kensington	38	35	92.1
Langa Govt.	74	67	90.5
Langa R.C.	103	98	93.0
TOTAL	215	200	93.0

For the high average and percentage attendances there are three main reasons:-

First, the working mothers, absent from home, cannot look after their children during day time, and, therefore, find very convenient to send them regularly to the Nursery schools.

Second, in many cases, the parents or guardians realize that their children can be brought up better if sent to school, where they find a healthier environment than at home.

Finally, a good number of other families really appreciate the

advantage for their children to be educated in Nursery Schools at an early stage in life.

TABLE III

Indoor and Outdoor Space and Number of Square Feet per Pupil

Name of School	Pupils	INDOOR SPACE			OUTDOOR SPACE		
		Rooms	Sq.Ft.	Sq.Ft. per pupil	Grounds	Sq.Ft.	Sq.Ft. per pupil
Kensington	104	2	1863	18	1	17210	165
Langa Govt.	74	3	1714	23	1	10000	135
Langa R.C.	103	2	900	9	1	9523	92

The number of pupils at Kensington Crèche, given as 104, include the 66 Non-European pupils other than Africans. If we accept the minimum indoor space of 30 sq.ft. per child according to the standards of the Association, the schools are overcrowded, especially Langa R.C. Nursery School. Langa Government Nursery School was built to cater for 60 children, 20 in the Crèche and 40 in the nursery school. The staff, however, have been allowed to take 80 children because of the great demand.

The outdoor space per child is adequate even by the Association standard, viz. 60 sq.ft. per child. But one finds that only at Langa Government Nursery School is the playground laid out with hard paths for wheeled toys and the rest under grass. At Langa R.C. Nursery School the playground is a meadow and at Kensington Crèche it is still rough ground. The photographs of Plate I show the condition of the grounds.

TABLE IV

Number of Nurses and Helpers

Name of School	NURSES		HELPERS		TOTAL
	Quali- fied	Unquali- fied	M.	F.	
Kensington	2	-	-	6	8
Langa Govt.	2	-	1	11	14
Langa R.C.	-	2	-	-	2
TOTAL	4	2	1	17	24

The standard number of nurses at such schools is normally 2, as in the above Table; viz. a Matron and her Assistant.

The qualifications of the nurses are as follows:-

At Kensington Crèche the Matron is a Nursery Teacher; her Assistant is C.P.L. (Coloured Primary Lower) plus Diploma in Midwifery. Both are Coloured.

At Langa Government Nursery School the Matron is a Medical Nurse with Hygiene and Sanitation Certificates; her Assistant has a First Aid Certificate. Both are Africans.

At Langa R.C. Nursery School the Matron and her Assistant, both Europeans, are not qualified, but are Sisters of the Holy Cross, a Religious Order dedicated to the education of the children.

The Helpers are ordinary employees who relieve the nurses from material occupations, such as cooking, washing, looking after the playgrounds, and so on. The nurses at Kensington Crèche and Langa Government Nursery School could not carry on their work without the helpers as these two schools are run for a full day-time table from morning to evening.

TABLE V

Ratio of Pupils to Nursing Staff

Name of School	Pupils	Nurses	No. of pupils to one nurse
Kensington	104	2	52.0
Langa Govt.	74	2	37.0
Langa R.C.	103	2	51.5

The standard number of pupils, given by the Nursery School Association, is 35 under the care of 2 nurses. The above average number of pupils to one nurse shows that the schools, particularly Kensington Crèche and Langa R.C. Nursery School, could not care for more pupils. The immediate aims of each school explain the differences in the numbers

of pupils to each member of the nursing staff. Langa Government Nursery School endeavours to run a creche and a nursery school of high standard. Kensington Crêche aims at a good standard school for as many pupils as possible. Langa R.C. Nursery School makes available school teaching to all.

TABLE VI

Amount of Fees per Annum per Pupil and Annual Fees for All Pupils.

Name of School	Pupils	Average fees per annum per pupil	Average fees per annum for all pupils
Kensington	38	£ 2	£ 76
Langa Govt.	74	5	370
Langa R.C.	103	1	103
TOTAL	215	-	549

The fees charged cover only the expenses for the feeding of the pupils. The amounts have been given only as averages per annum. The annual amount on fees fluctuates in relation to the attendance of each pupil, because the families are charged on weekly-attendance basis.

The fees per child per week are: 1s 6d at Kensington Crêche; 2s 6d at Langa Government Nursery; and 6d at Langa R.C. Nursery School. At Langa Government and Langa R.C. Nursery Schools the fees are compulsory for everybody. At Kensington Crêche the fee is also 2s 6d for all; but if the staff consider the family too poor to pay the full fee, 1s 6d per week is charged. This is the fee paid by all African pupils at present. In case of extreme poverty free feeding is given.

The difference between the fees is based on different policies and on the different type and number of meals provided. Langa Government Nursery School is a public institution where the payment of the fees is

compulsory in order to have the families contribute to the education of their children. Kensington Crèche follows the policy of a charitable institution. Langa R.C. Nursery School charges the low fee of 6d because only one light meal is given during the morning. This fee is made compulsory owing to its little amount.

TABLE VII

1953 Expenditure on Rent, Salaries and General Maintenance to nearest £.

Name of School	Pupils	Rent	Salaries	General Maintenance	Total
		£	£	£	£
Kensington	104	216	600	347	1163
Langa Govt.	74	-	504	2526	3030
Langa R.C.	103	1	-	10	11
TOTAL	281	217	1104	2883	4204

No Rent is paid at Langa Government Nursery School. At Langa R.C. Nursery School Rent is insignificant because the school building is church property and is taxed accordingly.

The Salaries refer only to Nurses. Particulars on the wages of Helpers were not obtainable and are included in the column "General Maintenance". At Kensington Crèche the Matron and Assistant Nurse, being Coloured, are paid on a different scale from that applied to the African Matron and Assistant at Langa Government Nursery School. At Langa R.C. Nursery School the Holy Cross Sisters are maintained by their Religious Order.

The striking differences in the Maintenance costs are due primarily to the different standards maintained by the schools, and secondly, I think, to the impersonal administration of a comparatively wealthy body such as the City Health Department in the case of Langa Government Nursery School, compared with the partially personal

administration of Kensington Crèche by the Union of Jewish Women who have limited resources, and the close personal supervision of the two European Sisters at Langa R.C. Nursery School.

With regard to Kensington Crèche, it should be noted that the expenditure of £1163 is the total amount for all pupils, Africans and other Non-Europeans. Logically the amount could be given in proportion of about 1-2 (viz. 38 Africans and 66 other Non-Europeans) for statistical purposes. Therefore, in the total amount of expenditure for the education of the Africans, in the last part of my thesis, the figures for Kensington Crèche are given as about £390.

General information on the type of education at these schools has been given already in the review of the "General and Specific Standards" laid down by the Nursery School Association. Here follow particulars about the educational and other facilities provided by the schools of my survey.

The medium of instruction is Xhosa in all three schools, for Xhosa is the home language of the African pupils. At Kensington Crèche Afrikaans is used to the Non-European pupils other than Africans. In all schools handwork, drill and rhythmic songs are taught. At Langa Government Nursery School drawing and painting for boys and girls of 3-5 years of age, and needlework for girls of 4-5 years of age are also included.

All kinds of toys are available. At Kensington Crèche only there is a library with about 300 books for staff and pupils, and a radio for the school.

At Kensington Crèche and Langa Government Nursery School, where the children remain for 10 hours a day, 3 meals per day are served. At Langa Government school, in addition, the pupils are served with tea in the afternoon. The food is similar in these two schools. For breakfast the children are given porridge, jam, eggs twice a week; for dinner, fish

or stew, vegetables, rice, pudding; for supper, macaroni and cheese, fried eggs, plain cheese, or fish and tomatoes. At Langa R.C. Nursery School, where the children are catered for from 9 to 12 a.m., one meal is served consisting of buttered bread and fruit.

Medical attention is provided at the schools. At Kensington Crèche a doctor is available whenever needed and another doctor visits the pupils every fortnight. Moreover, the Cape Town University Medical Students Clinic at Windermere, stationed in the same building, co-operates fully with the crèche in medical and dental care.

"A great and material benefit to the future of the creche has been brought into being by the project launched by the Cape Town University Medical Students to build a Centre at Windermere. This scheme, brought to fruition during the year under review (1952), has now become an accomplished fact in that the building has reached completion. It includes a Clinic which the University Students will operate, a Community Centre for Cafés, and a Crèche, which will be run by us. The closest co-operation between the two organizations and the Students for the benefit of the people at Windermere is envisaged". (1)

At Langa Government Nursery School, a doctor visits the school once a week; the Matron, as said above, is also a medically trained nurse. At Langa R.C. Nursery School the Sisters give medical help in ordinary cases and a doctor is called if necessary.

In connection with facilities for hygiene, which play a major rôle in this type of school, the Nursery School Association suggests that there should be 6 basins and 4 lavatories for 35 children. At Kensington Crèche, with 104 pupils, there are available 3 wash-basins, 4 lavatories and 1 bath. At Langa Government Nursery School there are 12 basins and 6 lavatories. At Langa R.C. Nursery School there are 4 basins and 4 lavatories.

(1) UNION OF JEWISH WOMEN, "Nineteenth Annual Report and Balance Sheet of the Cape Town Branch of the Union of Jewish Women of Southern Africa".- 31st August, 1952- page 22
ELITE - CAPE TOWN, 1952.

General Observations.

The standards set for Nursery Schools by the Nursery School Association of South Africa have been recorded as a reference, not as a comparison with the standards of the schools investigated. The Association lays down a programme which only Nursery Schools that have a good income can achieve. Apart from Langa Government Nursery School, whose income is provided by the City Health Department and is run, therefore, on a stable and secure, though limited, financial basis, the other two schools depend for their existence on private initiative and charitable donations of the public.

No true comparison, moreover, can be made between the schools in question, as their economic conditions are different and so are their aims, as explained above on page 37. However, from the data of the survey one has to conclude that the three schools may be considered as "first class institutions", not only if one takes into consideration the difficult social conditions of the African population, their family and home environment, compared to the environment of European pupils of Nursery Schools; but also if one observes the educational facilities provided by the Nursery Schools of my survey. Their Staffs are trained and, I think, fulfil the aims of each institution adequately. Building accommodation is very good, particularly at Langa Government and Langa R.C. Nursery Schools. Feeding is excellent. Everywhere I noticed great order and cleanliness; and the pupils seem to profit well from the education received.

It is desirable, however, that the grounds at Langa R.C. Nursery School and at Kensington Crèche be turned into suitable playgrounds. The Matron of Kensington Crèche told me that their ground will be properly laid out in 1955. At Langa R.C. Nursery School the 3 hours of teaching in the morning should be extended to a full day-time table of 10 hours. At present this cannot be done because of shortage of personnel; the two Sisters in charge of the Nursery School are needed elsewhere in

the afternoons.

Finally, I should like to point out, in relation to Nursery Schools in general, and to Nursery Schools for Africans in particular, that in my opinion Nursery Schools should be encouraged, given more financial assistance, and incorporated in the educational system of the country. It is true that Nursery Schools are perhaps not essential for all, and not as necessary as, for instance, primary and secondary schools which provide the pupil with knowledge that cannot be imparted by his family, and that is most necessary to future social and economic life in the community. Many of us did not go to Nursery Schools and yet found ourselves well equipped for the school curricula. But the function and value of Nursery Schools are nevertheless of growing importance in this country. Recently a local newspaper (1) reported that the National Nursery School Association was holding a week's Congress "to draw attention to the value of nursery schools for pre-school children and to emphasise the need for greater financial support from public bodies.... Mrs E.G. Jansen, wife of the Governor General", continued the article, "said in a message to the Association that for working mothers and all other busy mothers, the nursery school was a blessing". This, I think, has particular application to the African urban community, not only because African mothers are away from home at work, but specially because often the home conditions of our African population are unhealthy and most of their families lack those home educational means which we find in European homes.

This statement is borne out by the great demand for nursery school education among the African community. There are 80 children on the waiting list of Langa Government Nursery School and about 200 African children on the list of Kensington Crèche. (300 other

(1) n CAPE TIMES, Monday 11th October, 1954, "Nursery School Week Plan". page 7.- CAPE TOWN.

Non-European children also appear on the waiting list of this school). There is no waiting list at Langa R.C. Nursery School, possibly due to religious reasons. All who wish to come are admitted; but the Catholics are a small minority and Non-Catholic families seldom apply for admission of their children here.

The great demand at Windermere than at Langa seems to be linked with the general conditions of these families compared with those living in Langa. In Langa family life is more stable and housing comparatively good. The waiting list, therefore, at Langa Government Nursery School seems to indicate the general desire of the parents to have their children given pre-school education.

If, then, institutional education for pre-school children is really needed by the Africans, one feels that many more Nursery Schools should be built; the 3 Nursery Schools existing at present are insufficient. The other Nursery Schools for Non-Europeans mentioned above are situated in areas where the Africans are a small minority. Of the Municipal Wards of Cape Town, only Langa and Windermere have their Nursery Schools; all the other Wards, such as Retreat, Muizenberg, Athlone and Rylands, where the African population is considerable, should have their Crèches and Nursery Schools, as they are far from the schools surveyed.

Summary of the main data.

- No. of Nursery Schools	3
- " " Buildings	3
- " " Rooms	7
- " " Pupils	215
- " " Nurses	6
- " " Helpers	18

SUMMARY OF REFERENCES

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- NURSERY SCHOOL ASSOCIATION OF SOUTH AFRICA (THE), "Nursery Schools Handbook"- Chapter I: Nursery Schools in South Africa. pages 235-7.- THE AFRICAN BOOKMAN, - CAPE TOWN, 1947.-
- idem. ibidem, Introduction.
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- idem. "Handbook of Nursery School Standards and Equipment", pages 1-3. Obtainable by the Honorary Secretary, P.O. Box 673, PRETORIA.-
- OFFICIAL YEAR BOOK OF THE UNION OF SOUTH AFRICA, No.27 - 1952-53.- Chapter V; para.2, pages 191-3; and para.6, page 204.- THE GOVERNMENT PRINTER - PRETORIA. -
- RAYMONT, T., "Modern Education: Its Aims and Methods".- Chapter 5, page 115. - LONGMANS, GREEN AND CO. - LONDON, NEW YORK, TORONTO, 1939.-
- UNION OF JEWISH WOMEN, "Nineteenth Report and Balance Sheet of the Cape Town Branch of the Union of Jewish Women of Southern Africa", 31st April, 1952, - page 22. - ELITE - CAPE TOWN.-
- UNION OF SOUTH AFRICA, "Childrens Act No.31/1937" - Section 39, sub-section (a) - THE GOVERNMENT PRESS, PRETORIA, 1937.

S E C T I O N I I I

PRIMARY AND SECONDARY SCHOOLS.

According to T. Rayment, a primary school may be defined as a school that lays "those foundations of knowledge and skill in a general curriculum, upon which the special curricula of various post- primary schools have to be built". (1) A secondary school is a school where "the instruction given is of a more advanced standard than that given in a primary school". (2)

Primary and secondary schools are, therefore, substantially similar in that both impart general education without any aim at specialization. They differ, however, in two respects. Firstly, the instruction given in secondary schools is more advanced, as stated above, than that imparted in primary schools; secondly, the pupils of secondary schools remain until a later age than those of the primary schools; i.e. usually the age of pupils of primary schools ranges between 6 and 13 years, and the age of secondary school pupils between 14 and 18 years.

Owing to the similar educational trend of primary and secondary schools, the classification of their curricula varies from country to country. At the time of my survey primary and secondary schools were classified, in relation to their curricula, as follows:-

- (a) A primary school is a school with Standards not higher than Standard VI;
- (b) A secondary school is a school either with Std. VII and VIII, or from Sub-standards to Std. VIII;
- (c) A high school is a school with a secondary department

(1) T. RAYMONT, "Modern Education: Its Aims and Methods". Chapter V, page 117. - LONGMANS, GREEN AND CO. - LONDON, NEW YORK, TORONTO, 1939.

(2) idem "The Principles of Education".-Chapter III, pages 37-38. LONGMANS AND GREEN AND CO.LTD., LONDON, E.C. 4, 1927.

either from Std. VII to Std. X, or from Sub-standards to Std X.

In regard to Native schools the Commission on Native Education in South Africa in their Report of 1951 (1), under the proposed scheme for the reorganization of Bantu education, suggest the following classification:-

- (a) A Lower Primary school: a school with Sub-standards to Std.II; ages of the pupils, 7 - 10 years.
- (b) A higher primary school: a school from Std.III to Std. VI; ages of the pupils, 11-14 years.
- (c) A high school: a school consisting of a five years course, divided into a training period of three years ending with the Junior Certificate (J.C.), and a further two years ending with the Matriculation or Senior Certificate (S.C.) Examination; ages of the pupils, 15-19 years.

In this connection it should be mentioned that according to a new scheme adopted by Government authorities, the division between primary and secondary education has been fixed at Standard V. (2) The scheme is still in an experimental stage in several Government schools for Europeans.

In regard to primary and secondary schools for Africans any changes will be at the descretion of the Department of Native Education

(1) UNION OF SOUTH AFRICA, "Report of the Commission on Native Education, 1949-1951. - Chapter IX, paras.851-866 - U.G. No.53/1951. THE GOVERNMENT PRINTER-PRETORIA,1951-52.

See also:

K.B. HARTSHORNE, "Native Education in the Union of South Africa"- A summary of the Report of the Commission on Native Education in South Africa. U.G. No.53/1951 - pages 37-39. SOUTH AFRICAN INSTITUTE OF RACE RELATIONS - JOHANNESBURG, DURBAN, CAPE TOWN, 1953.

(2) DEPARTMENT OF PUBLIC EDUCATION OF THE CAPE OF GOOD HOPE, "Education Amendment Ordinance No.16 of 1952, Section 28 - CAPE TIMES LTD., PAROW C.P., 1952.

under the Department of Native Affairs, established in terms of Act No.47 of 1953.

At the time of my survey, in all four Provinces of South Africa, primary education for Africans consisted of an eight-year course, including two sub-standards and six standards. The syllabus in operation was that adopted in 1922 when the Union Education Department thought it necessary to lower the standard of the syllabus in Native Primary schools. Although the curricula of the four Provincial Departments vary somewhat, the syllabus generally includes:

- Religion and moral instruction
- A Native language
- English and Afrikaans
- Manual and Industrial training
- Arithmetic
- Geography
- History
- Nature Study
- Music
- Hygiene
- Drill and games

A Std.VI examination, conducted by the Department, serves as an entrance examination to secondary schools and training colleges.

Native secondary education extends over four years. The syllabus has remained the same as the syllabus for the secondary schools of Europeans and Non-Europeans other than Africans. It includes:-

- Religion and moral instruction
- A Native language
- English and Afrikaans
- Mathematics
- Geography
- History
- Physics
- Sciences
- Latin
- Physiology and Hygiene
- Domestic Science
- Arts and Crafts
- Music

Secondary education culminates in a public examination. (1)

The Joint Matriculation Board controls and conducts the Matriculation Examination while the Education Departments of the four Provinces have instituted their own school leaving certificates examinations, which are recognized by the Matriculation Board. The Department of Education, Arts and Science conducts a National Senior Certificate examination in connection with commercial and technical schools. This Certificate examination is also recognized by the Board. All the Education Departments of the Provinces have instituted their Junior Certificate examinations. In addition, the education Department of the Cape Province conducts the Cape Senior Certificate examination, held at the end of Standard X. All these bodies accept African candidates and their regulations make provision for Bantu languages as examination subjects.

In Part I, section II of my thesis, under the heading "The Present Administration of African Education", I have given general information on the administration and finance of African education. One may point out here that the provisions relative to this matter, taken by Government and education authorities, are mainly applied to primary and secondary schools because primary and secondary education play an essential role in a community as they comprise the greatest part of the education field in all western societies; and furthermore, as secondary education is the final goal of the majority of our school-age population. This latter statement is, however, not true of the Africans whose education is principally a matter of primary schooling.

So necessary is primary and secondary education regarded therefore, that in most countries it is free. In South Africa primary and secondary education is generally free in all four Provinces; excepting Natal, where "fees for secondary schools are payable in native government schools and in certain government schools for Whites", and the Cape. (1)

In relation to the control and finance of African education in

(1) OFFICIAL YEAR BOOK OF THE UNION OF SOUTH AFRICA, No.27, 1952-53, Chapter VIII, para 4, page 365-6. THE GOVERNMENT PRINTER, PRETORIA, 1953-4.

the Cape Province, the Official Year Book of South Africa, reads,

"Schools for Non-White pupils are mostly controlled by denominational bodies. The general policy of the Cape Education Department aims at the encouragement of local efforts for the extension and improvement of primary and secondary education for all races"

and a few lines below:

"Expenditure on education is defrayed from the Provincial Revenue Fund. Primary and secondary education, Whites and Non-Whites, except in a few primary and secondary schools for Whites, is free in all classes up to and including Standard X, or until the pupil attains the age of 19 years." (1)

The Education Bantu Act No.47 of 1953 does not alter the policy of free primary and secondary education in Native schools, which was applied at the time of my survey. Any financial change, however, may be made by the Minister in terms of the Act. (2)

There are 12 primary schools and 1 secondary school for Africans in Cape Town. These may be divided into the following categories:-

A. State or public schools.

There is only 1 state school (viz. Langa High School, Washington Avenue, Langa). It is under the control of the School Board of the Cape.

B. State-aided schools.

There are 11 state-aided primary schools (viz. Chapel Street Methodist Primary School, Chapel Street, Cape Town; Methodist Primary School, Cashel Road, Athlone; Methodist Primary School, Lerotholi Rd., Langa; St. Louis' (R.C.) Primary School, Rubusana Avenue, Langa; A.M.E. (African Episcopalian Methodist) Primary School, Rubusana Avenue, Langa;

(1) OFFICIAL YEAR BOOK OF SOUTH AFRICA, No.27 - 1952-53 Chapter VIII, para.4, pages 360-1.- THE GOVERNMENT PRINTER - PRETORIA, 1953-4.

(2) UNION OF SOUTH AFRICA, "Bantu Education Act, No.47 of 1953" - Sections 3,6,7 and 8. - THE GOVERNMENT PRINTER - PRETORIA, 1953.

D.R.C. Primary School, Jungle Walk, Langa;
Kensington Methodist Primary School, 10th
Street, Windermere; St. Peter's (E.C.) Primary
School, 7th Avenue, Windermere; Presbyterian
Primary School, Boundary Rd., Retreat; and the
Methodist Primary School, Free Ground, Muizenberg.

All these state-aided schools are under the local control of missionary managers. At present there are 6 missionary managers in Cape Town, one for each denomination. Of these, 4 are Europeans (viz. the managers of the D.R.C., E.C. Presbyterian and R.C. schools), and 2 are Africans (viz. the managers of the A.M.E. and Methodist schools). All are Ministers of their own Churches.

C. Private Schools.

There is 1 private mission school (viz. Methodist Primary School, Pine Rd., Rylands). This school is under the full control of the church and is financed only by the families of the pupils. (1)

(1) A. State school - Langa High Government School started in 1937. The present building (Plate II, photos 4 and 5) where the school is housed, was built in 1942. From 1937 to 1942 classes were held in several schools and church buildings of Langa.

B. State-aided mission primary schools:-

- Chapel Street Methodist School, Cape Town, (Plate II, photo 6) started in 1946. It is a school with sub-standards to Std.II and caters for the African children of District Six.
- Methodist Primary School, Athlone (Plate III, and IV, photos 7-10) started in 1943 in Cashel Rd. This school has three other branches. It caters for pupils from sub-standards to Std.VI
- Methodist Primary School, Langa (Plate IV, photos 11-12) started in 1935. Classes are held from Sub-standards to Std.VI.
- St. Cyprian's (E.C.) Primary School, Langa (Plate V, photo 13) started in 1930. The school holds classes from Sub-standards to Std. VI.
- St. Louis' (R.C.) Primary School, Langa (Plate V, photo 14) started in 1946 and holds classes from Sub-standards to Std.VI.
- A.M.E. Primary School, Langa (Plate V, photo 15) started in 1951 and holds classes from sub-standards to Std.II.

The following Tables refer to the schools in Categories A and B. I have excluded from the Tables the school in Category C. (viz. Methodist Primary School, Rylands) as it was, at the time of my survey, the only private primary school. The information on this school is given at the end of the analysis of the other secondary and primary schools and its figures have been added to the general totals.

TABLE VIII

Relation of Religious Denominations to Pupils of Primary Schools in June 1954.

Name	Pupils	Schools
Methodists	1660	5
E.C.	738	2
Presbyterians	436	1
R.C.	292	1
D.R.C.	279	1
A.R.E.	92	1
TOTAL	3497	11

continued from page 51.

- D.R.C. Primary School, Langa (Plate VI, photos 16-18) started in 1943. The main building (photo 16) was opened in 1952. The school has two other branches. Classes are held from Sub-standards to Std VI.
- Kensington Methodist Primary School, Windermere (Plates VII and VIII, photos 19-24) started in 1945. The school has five other branches. Classes are held from Sub-standards to Std V.
- St. Peter's (E.C.) Primary School, Windermere (Plate IX, photo 25) started in 1952. This school holds classes from Sub-standards to Std II.
- Presbyterian Primary School, Retreat and Blouville (Plates IX and X, photos 26-29) started in 1935. Classes are held from Sub-standards to Std VI.
- Free Ground Methodist Primary School, Luizenberg, (Plate X, photo 30) started in 1952 and caters for pupils from Sub-standards to Std II.

C. Private School.

- Methodist Primary School, Rylands (Plate XI, photo 31) started in 1952. It caters for pupils from Sub-standards to Std II.

NOTE: for the addresses of the various branches of the schools referred to here, see pages 20-23.

The order in which the Religious Denominations are given in the above Table is based on the number of pupils and schools. The proportion between the Denominations in control of primary schools is more clearly shown by the following Table.

TABLE IX

Percentages of Pupils of Mission Primary Schools in June 1954.

Name	Pupils	
	Roll	Percentage
Methodists	1660	47.5
E.C.	738	21.1
Presbyterians	436	12.5
R.C.	292	8.3
D.R.C.	279	8.0
A.A.E.	92	2.6
TOTAL	3497	100.0

The Methodists provide almost half of the total educational facilities for African pupils of primary schools in Cape Town.

TABLE X

Sex Classification of Pupils of Primary and Secondary Schools in June 1954.

Name of School	Pupils		
	Males	Females	Total
Langa High School	228	170	398
Chapel St. Meth.	56	49	105
Athlone Meth.	184	264	448
Langa Meth.	299	333	632
Langa E.C.	212	271	483
Langa R.C.	142	150	292
Langa D.R.C.	129	150	279
Langa A.M.E.	49	43	92
Retreat Presbyt.	203	233	436
Free Ground Meth.	28	24	52
Windermere Meth.	180	243	423
Windermere E.C.	99	156	255
TOTAL	1809	2086	3895

Enrolment figures show that there are more girls than boys in the schools. The 1809 boys are the 46.4 per cent and the 2086 girls are the 53.5 per cent of the total. The slight difference has no statistical importance in the primary schools but there is a definite reason for the decrease in the number of girls at Langa High School. The Principal of the school told me that this seems due to the fact that there is no hostel for the pupils in Langa and the parents are afraid to let girls board at private houses. Most of the girls leave the High School before they reach Std VIII and especially Stds IX and X. In June 1954 there were 151 girls in Std VII, 17 in Std VIII, 1 in stdIX and 1 in Std X.

TABLE XI

Average Enrolment, Average and Percentage Attendance for Quarters January-March and April-June 1954.

Quarter	Average Enrolment	Attendance	
		Average	Percentage
March	3869.6	3655.3	94.5
June	3870.9	3550.2	91.7
Average for 2 Quarters	3870.3	3602.8	93.1

The above Table shows the combined average enrolment and attendance and the percentage attendance of all schools. June average enrolment is higher than that for March owing to a number of children who enrolled late. The attendance instead decreased during the second quarter due to bad weather conditions. The health of the pupils, as I understood from the principals, has been generally good. I have omitted a Table with detailed figures for each school because the attendance is very high in all of them. The places where the attendance is lowest are Retreat and Windermere. At Retreat Presbyterian School, March average enrolment is 421.5 and average attendance is 335.8, June average enrolment is 429.4 and average attendance 370.3. At Windermere Methodist School, March average enrolment is 378.3 and average attendance 349.4. This seems due to the poor conditions of the roads and paths in

bad weather, especially at Retreat where the schools are scattered in a sandy and bushy area. Attendance at these two schools, however, is nevertheless very high being about 85 per cent.

If the above analysis on attendance is read together with the following analysis on distance, it will be seen that the former is not materially affected by the latter. Distance is a relative matter and may affect the attendance at school when there are inadequate transport facilities and bad weather conditions that result in deterioration of the physical state of the roads; factors which may effect particularly upon African children who seldom have suitable clothing for rainy season.

TABLE XII

Relation of Pupils to Means of Transport.

Name of School	PUPILS			
	Roll	Walk	By Train	By Bus
Chapel St. Meth.	105	105	-	-
Athlone Meth.	448	318	50	80
Langa High Sch.	398	218	120	60
Langa Meth.	632	444	173	15
Langa E.C.	483	368	100	15
Langa R.C.	292	269	14	9
Langa D.R.C.	279	189	40	50
Langa A.M.E.	92	92	-	-
Windermere Meth.	423	419	1	3
Windermere E.C.	255	250	2	3
Retreat Presbyt.	436	401	20	15
Free Ground Meth.	52	52	-	-
TOTAL	3895	3125	520	250 (1)

(1) Approximate estimated distances of the schools from the railway stations and bus stops:-

Name of School	Station	Bus stop
- Chapel St. Meth.	1 mile (about)	400-500 yds
- Athlone Meth.	1/3 mile	1/4 mile
- Langa High School	3/4 mile	next to it
- Langa Meth.	100 yds	next to it
- Langa E.C.	100 yds	next to it
- Langa R.C.	3/4 mile	200 yds
- Langa D.R.C.	1/5 mile	next to it
- Langa A.M.E.	3/4 mile	next to it
- Windermere Meth.	1/2 mile	100 yds
- Windermere E.C.	1/3 mile	1/2 mile
- Retreat Presbyt.	1/2 mile	1/2 mile
- Free Ground Meth.	2 1/2 miles	1 mile

The distances of schools, such as Athlone Methodist, Windermere Methodist and Retreat Presbyterian, all of which have several branches, have been given in relation only to their central buildings.

The above Table shows that 770 pupils, i.e. about one fifth of the total 3895, live too far to walk there. These 770 pupils, whom we may call "outsiders" (or non-resident), are distributed among each village area where the schools are, as follows: Athlone 130, Langa 596, Retreat 35 and Windermere 9.

To find out whether the distance affects the attendance of the pupils at school, I have made the following analysis of school with higher numbers of outsiders.

TABLE XIII

Relation of Average Enrolment to Averages Attendance and Percentage for Period January - June 1954.

Name of College	Outsiders	Averages		
		Enrolment	Attendance	Percentage
Athlone Meth.	130	453.6	436.9	96.8
Langa High	180	390.0	375.1	96.1
Langa Meth.	188	627.5	590.3	94.1
Langa E.C.	115	490.9	463.0	94.3
Langa D.R.C.	90	277.4	254.9	91.9

The above Table shows that attendance is very high and demonstrates clearly that distance does not noticeably affect the attendance, and that all schools are well utilized by the African pupils of Cape Town.

From the above discussion on enrolment and attendance, a further inquiry may be made to know whether the schools under discussion are full and whether more children could be accepted.

TABLE XIV

Ratio of Pupils to Teachers and Classrooms.

Name of School	Pupils	Teachers	Class-rooms	Averages	
				No. of pupils to one teacher	No. of pupils to one room
Langa High	398	14	11	28.4	36.1
Chapel St. Meth	105	3	3	35.0	35.0
Athlone Meth.	448	11	9	40.7	49.7
Langa Meth.	632	13	12	48.6	52.6
Langa E.C.	483	12	11	40.2	43.9
Langa R.C.	292	7	7	41.7	41.7
Langa D.R.C.	279	7	7	39.8	39.8
Langa A.M.E.	92	2	1	46.0	92.0
Retreat Presbyt.	436	10	8	43.6	54.5
Free Ground Meth.	52	1	2	52.0	26.0
Windermere Meth.	423	10	6	42.3	70.5
Windermere E.C.	255	4	4	63.7	63.7

The quota regulations, introduced in July 1949 (1) limit the enrolment to a maximum of 50 pupils per teacher in primary schools, while a maximum of 30 pupils in secondary and high schools remained the norm.

The number of pupils to one teacher and to one classroom of the above Table, shows that both primary and secondary schools are fully utilized. The schools would be hardly adequate if a further number of pupils were accepted, especially in the lower standards of both primary and secondary schools, as the maximum quota is not the desirable goal. In particular, at Langa Methodist Primary School the number of pupils is so excessive that extra-classes are held late in the afternoons.

The attendance of pupils at primary and secondary schools is analysed, moreover, in educational statistics, from three other angles;

(1) CAPE EDUCATION GAZETTE, No. 17, Vol. XLVIII, 14th July, 1949 - page 1143 - CAPE TIMES LTD. - CAPE TOWN, 1949.
See also:

viz. from the ages of the pupils, their retardation in lower standards and from the number of pupils that leave school early.

Age is of great importance in assessing whether a child is progressing normally year by year.

Table XV on page 59 shows the ages, the median age and percentage of pupils according to standards.

From this Table I have made the following analysis of comparative ages of European and Non-European pupils of the Cape Province, and of the African pupils of Cape Town.

TABLE XVI

Median Age of Pupils of the Cape Province and of Pupils of Cape Town in 1954.

Standard	Cape Province			Cape Town
	Europeans	Non-Europeans other than Africans	Africans	Africans
Sub-A	6.57	7.49	8.43	7.85
Sub-B	7.58	8.71	10.3	8.20
Std I	8.61	9.90	11.32	10.08
Std II	9.67	11.48	12.39	11.24
Std III	10.69	12.53	13.3	12.27
Std IV	11.74	12.99	14.19	13.65
Std V	12.79	13.78	14.95	14.43
Std VI	13.81	14.53	15.07	15.36
Std VII	14.71	15.24	17.12	16.50
Std VIII	15.6	16.28	18.58	18.57
Std IX	16.4	17.1	19.67	19.0
Std X	17.31	17.98	19.22	19.0

TABLE XV

Age Classification of Pupils in June 1954.

Ages	Sub A	Sub B	Std I	Std II	Std III	Std IV	Std V	Std VI	Std VII	Std VIII	Std IX	Std X	Total	%
Under 7	146	1	-	-	-	-	-	-	-	-	-	-	147	3.8
7 but not 8	328	58	13	1	-	-	-	-	0	-	-	-	400	10.3
8 " " 9	199	202	80	12	-	-	-	-	-	-	-	-	493	12.7
9 " " 10	93	123	170	79	20	-	-	-	-	-	-	-	485	12.5
10 " " 11	43	71	112	99	64	12	12	1	-	-	-	-	414	10.6
11 " " 12	25	28	83	128	72	62	14	6	-	-	-	-	418	10.7
12 " " 13	12	17	29	71	73	60	40	12	1	-	-	-	315	8.1
13 " " 14	3	13	24	37	59	72	69	31	7	-	-	-	315	8.1
14 " " 15	1	2	8	13	33	55	78	52	32	-	-	1	275	7.1
15 " " 16	-	-	1	9	15	28	33	65	55	5	-	-	211	5.4
16 " " 17	-	-	1	2	6	19	18	36	63	6	-	-	151	3.9
17 " " 18	-	-	-	-	4	4	5	10	72	12	3	1	111	2.8
18 " " 19	-	-	-	1	1	2	2	4	39	16	8	4	77	1.9
19 and over	-	-	-	-	3	-	1	6	31	19	14	9	83	2.1
TOTAL 1954	850	515	521	452	350	314	272	223	300	58	25	15	3,895	100.0
MEDIAN AGE	7.87	8.20	10.08	11.24	12.27	13.65	14.43	15.36	16.50	18.67	19.0	19.0	-	-
% OF PUPILS IN VARIOUS SCHOOLS	21.8	13.2	13.4	11.6	9.0	8.1	7.0	5.7	7.7	1.5	.6	.4	100.0	

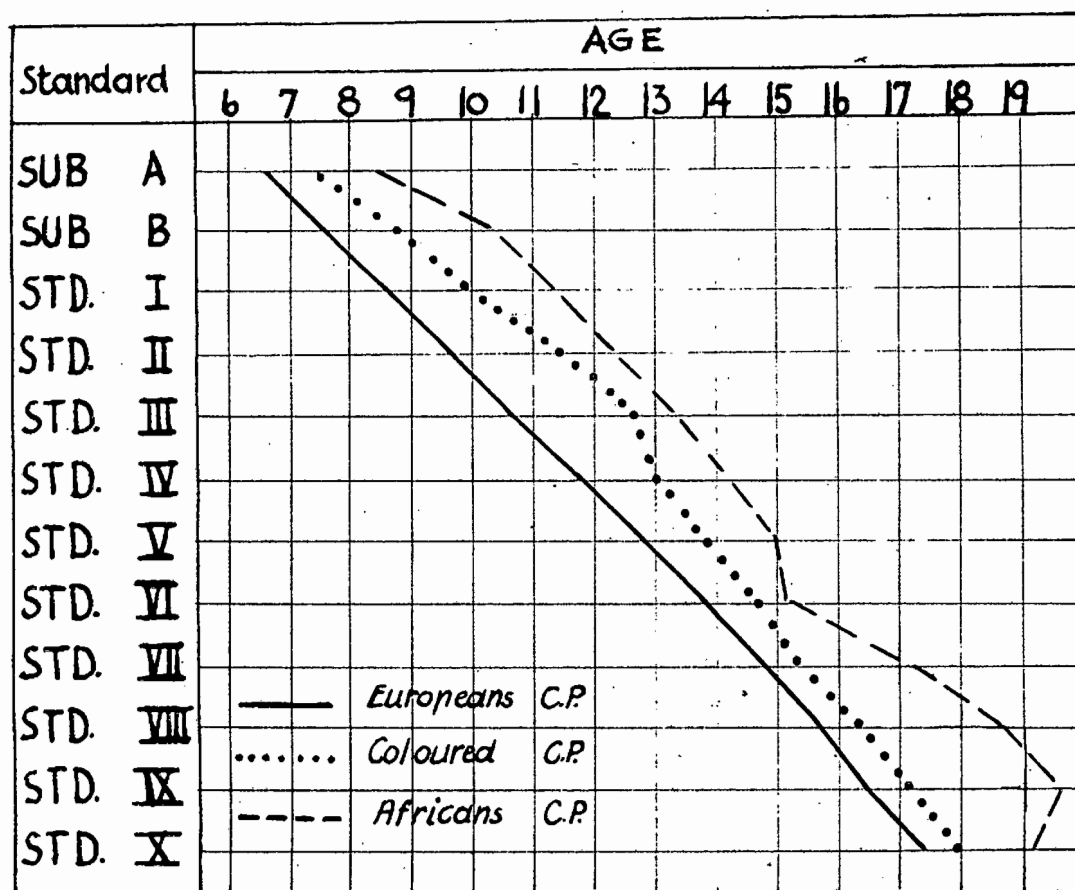
The 1954 figures have been provided by the Statistics Office of the Department of Public Education of the Cape of Good Hope.

Although the difference between the African pupils and the others is always marked, the figures for the pupils of Cape Town show a remarkable improvement on those of 1951. The reasons are that our figures are limited to urban primary and secondary schools alone, while those of the Report concern the whole Cape Province including the ages of pupils of rural areas, where educational facilities are more limited; moreover, the schools of my survey are easily supervised and controlled by the Education Department officers, who could have more strictly enforced the regulations limiting the retardation of pupils, specially in the lower primary standards. Graph I and II, page 61 illustrates the median ages of the above Table.

Retardation may be defined as "the delay in normal progress of a pupil at school". (1) A pupil is therefore considered to be retarded if he has spent more than one year in a particular standard. If a pupil has attended, for instance, Sub A for two or three years, he is said to be retarded by one or two years; and so forth. Retardation calculations are normally made in relation to the lower standards of primary schools.

(1) OXFORD DICTIONARY.

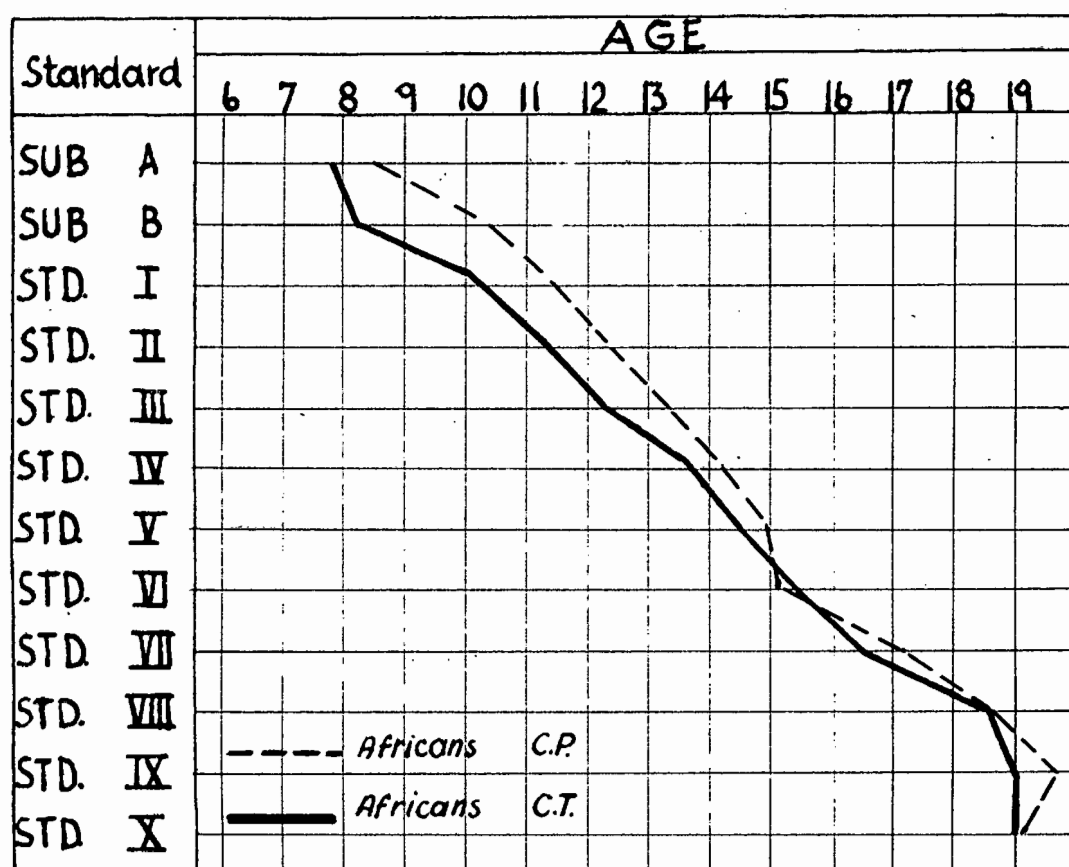
GRAPH I MEDIAN AGE



GRAPH II MEDIAN AGE

C.P. Cape Province

C.T. Cape Town



Retardation is generally very high in Native Primary Schools in the Union. The above mentioned Report of the Superintendent-General of Education of the Cape Province, (1) referring to a survey carried out in February 1951 by inspectors of schools in the Transkei and Ciskei, reads, on page 21:-

"It should be noted that the percentage of pupils attending sub-standard A for two years, or even longer, is still very high, viz. 41%; and that the percentage of pupils attending sub-standard B for three years and longer is even worse, viz. 56.4%."

The inspectors, instead, found the position of schools in the urban areas of the Cape Province much more satisfactory than that of the above rural schools of the Eastern Province. In urban areas the percentage of pupils making normal progress is practically twice as high as the percentage in rural areas, as the Report shows in Table III of page 25.

The following Tables indicate the degree of retardation in the lower primary schools of my survey.

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- (1) DEPARTMENT OF PUBLIC EDUCATION - CAPE OF GOOD HOPE, "Report of the Superintendent-General of Education for the Years 1950 and 1951". - pages 21-26.- STEWART PRINTING CO. - CAPE TOWN.

TABLE XVII

Retardation in Schools for Period 1950-1954.

Standard	Number in class	Number making normal progress	Number retarded by			
			1 yr.	2 yrs.	3 yrs.	4 yrs.
Sub A	850	744	100	6	-	-
Sub B	515	438	56	17	4	-
Std I	521	463	44	10	4	-
Std II	452	400	38	11	3	-
Std III	350	319	24	5	2	-
TOTAL	2688	2364	262	49	13	-

From this Table is drawn the following:-

TABLE XVIII

Percentages of Retardation

Sub A	100.0	87.6	11.7	.7	-	-
Sub B	100.0	85.0	10.9	3.3	.8	-
Std I	100.0	88.9	8.5	1.9	.7	-
Std II	100.0	88.7	8.3	2.4	.8	-
Std III	100.0	91.0	6.9	1.5	.6	-

From the above calculations were left out those pupils whose school career could not be traced because of incomplete records. The above two Tables show that the schools have applied rather strictly the policy of reducing retardation as few pupils were allowed to remain in the same class for two years or three years and none were found retarded by four years or more - See Diagram I on page 64.

A negative aspect in the attendance is early school leaving. In all Native schools of the Union of South Africa there has always been a marked decrease of pupils gradually from the lower to the higher standards. The following Tables analyse this phenomenon among the primary and secondary schools of this survey.

DIAGRAM: RETARDATION



TABLE XIX

Classification of Pupils by Sex and Standard
in June 1954.

Standard (or Grade)	Pupils		
	Males	Females	Total
Sub A	428	422	850
Sub B	255	260	515
Std I	238	283	521
Std II	177	275	452
Std III	145	205	350
Std IV	128	186	314
Std V	110	162	272
Std VI	100	123	223
Std VII	149	151	300
Std VIII	41	17	58
Std IX	24	1	25
Std X	14	1	15
TOTAL	1809	2086	3895

The gradual decrease of pupils is shown clearly in the above Table. Prominent decreases are: the 850 pupils in Sub A compared with the 515 in Sub B; the 850 in Sub A with 233 in Std VI and 15 in Std X. The above figures may be even more efficiently analysed by dividing the numbers of pupils into three standard-groupings. One finds that, from Sub A to Std II there are 2338 pupils; from Std III to Std VI, 1159 pupils; and from Std VII to Std X, 398 pupils. Viz., of the total 3895 pupils: the first group form the 60 per cent; the second group the 29.8 per cent; and the third group, the 10.2 per cent. In other words, the number of pupils of the higher primary standards has been reduced by half the number of pupils of the lower primary standards.

The decrease from Sub A to Sub B seems to be ascribed particularly to the greater number of pupils left to repeat Sub A than the other standards. Generally the reasons for early school leaving in the primary schools are, according to the Managers and Staffs, partly

the carelessness of some parents of having their children at school throughout the whole primary curriculum; partly the children who cannot keep up with their class and partly the age of pupils who are already 15 or more when they finish the lower standards and are sent to work to help the family. (1)

The figures of Langa High School show an increase in Std VII with 300 pupils compared with the 223 pupils of Std VI. This is due to the fact that only a part of the pupils come to Langa High School from the primary schools of Cape Town. The others, more than 50 per cent, join the High School from the Cape Peninsula, Cape Province and other territories of the Union, and of South West Africa. The decrease, instead, in the higher standards is due to lack of application that is normally required here; to the number of pupils who take up teacher training courses after Std VII; and to poor economic circumstances at home. Many African families cannot afford to keep children at this school for several years when they are old enough to contribute towards the family income. The very marked decrease of girls is dependent, as said already, on the lack of any hostel for pupils in Langa.

-
- (1) On this matter I have made an inquiry among the Native primary schools of the Peninsula outside Cape Town Municipality. The attendance figures of these schools show the same phenomenon. Out of a total 2010 pupils, there are 1634 from Sub-A to Std II, and 376 from Std III to Std VI. The following is a list of the schools and of numbers of pupils on the roll in June 1954, as recorded in the Quarterly Returns of the Cape Education Department:-

CAPE-PAROW: No.1 - Eureka Estate (Unden)	552
" 1 - Parow D.R.C.	250
" 1 - Parow St. Mathew's (E.C.)	44
" 2 - Welcome Est. St. Barnabas (E.C.)	85
" 3 - Nyanga Primary School Board	261
" 3 - Nyanga D.R.C.	186
" 3 - Nyanga St. Mary's (R.C.)	97
" 3 - Nyanga Cook's Bush-Grassy Park	165
" 4 - Simonstown Location (Meth.)	144
" 5 - Goodwood St. Andrew's (E.C.)	88
" 5 - Brakenfel Holy Cross (E.C.)	318

2010

On the history of Native teacher training in South Africa reference is made to P.A.W. Cook (1) from whose article I excerpt the following main points on teacher training in Cape Town.

Native Teacher training began in the Cape round about 1850. From that time up to 1922 the training of Native teachers "was in the main identical with that offered for the great majority of White student teachers, or, as they were for many years, pupil teachers". (idem page 374)

The minimum entrance qualifications were very low in the early days. Before 1894 candidates who had passed Std II or Std III were admitted to the training. In 1894 Std IV was required as minimum entrance. In 1899 it was raised to Std V and in 1901 it became necessary to have passed Std VI. In 1922, when a special curriculum was instituted for Native primary schools, also the course of training for African teacher was revised.

The Official Year Book of South Africa records the certificates which are issued to-day to African teachers of Primary and secondary schools, as follows:-

- "(a) Native Teacher's Primary Lower Certificate, after a three-year course of training, the admission standard being a pass in Std VI.
- (b) Native Teacher's Primary Higher Certificate, after a two-year course of training, the admission standard being a pass in the Junior Certificate Examination.
- (c) Native Primary Teacher's Advanced Certificate, after a two-year course of training, the admission standard being a pass in the Senior Certificate Examination.
- (d) Native Teacher's Music Certificate.
- (e) Native Teacher's Physical Education Certificate.
- (f) Native Teacher's Certificate in Agriculture.
- (g) Native Teacher's Domestic Science Certificate.
- (h) Native Teacher's Infant School Certificate.

The Native Teacher's music, physical education, agriculture and infant school courses are one-year courses for students holding either the Native Teacher's Primary Lower or the Native Teacher's Primary Higher Certificate. The Native Teacher's

(1) P.A.W. COOK, "Non-European Education", para. X, pages 374-375, of the Handbook of Race Relation in South Africa - OXFORD UNIVERSITY PRESS, CAPE TOWN, LONDON, NEW YORK, 1949.

Domestic Science course is a three-year course of training open to students holding the Senior Certificate or its equivalent." (1)

As I indicated in the Introduction, there is no Native Training School in Cape Town and in the Peninsula. The African students wishing to take a teaching certificate usually join the training institutions of the Cape Province, (2) or training schools outside the Cape, especially those who belong to one of the Christian denominations, which offer them special facilities. Moreover, the Native teachers who desire to take a Secondary Teacher's Certificate, are trained at the South African Native College at Fort Hare, where a two-year course diploma is offered with Matriculation as an entrance qualification. The Diploma can be obtained in one year if the candidate can satisfy the Senate that his previous training justifies such concession.

There are 49 male and 45 female African teachers at the primary and secondary schools of my survey. All of them have teacher's certificates except one male teacher at Langa R.C. Primary School.

(1) OFFICIAL YEAR BOOK OF THE UNION OF SOUTH AFRICA, No.27 - 1952-53, Chapter VIII, para.4 page 363 - THE GOVERNMENT PRINTER - PRETORIA - 1953-4.

(2) Training Schools of the Cape:

- Healdtown - Fort Beaufort (Methodist)
- St. Matthew's - Kingwilliamstown (E.C.)
- Lovedale - Victoria East (Church of Scotland)
- Duncan Village - East London
- Engwali - Stutterheim (Church of Scotland)
- Tierkloof - Vryburg (London Missionary Society)
- All Saints (E.C.) and Clarkebury (Methodist) - Engcobo
- Enfundisweni - Flagstaff (Methodist)
- Mvenyane - Matatiele (Moravian)
- Mariazell - Matatiele (R.C.)
- Flagstaff, Frank de Villiers - Mount Currie
- Shawbury - Qumbu (Methodist)
- Umata - (E.C.)
- Gore Brown, Chwena - Kimberley (E.C.)

At Langa High School there are 14 teachers, of whom:-

- 1 with B.A., M.Ed., N.P.H. (Native Primary Higher)
- 1 with B.A. and N.P.H.
- 10 with Secondary Teacher's Certificate
- 1 with N.P.L. (Native Primary Lower) Certificate
- 1 with Native Teacher's Domestic Science.

At the Primary Schools there are 80 teachers, of whom:-

- 1 with C.P.L. (Coloured Primary Lower) Certificate
- 2 with Native Primary Teacher's Advanced Certificate
- 30 with N.P.H. Certificate
- 6 with N.P.L. plus N.I.S.T. (Native Infant School Certificate)
- 36 with N.P.L. Certificate
- 3 with N.I.S.T.
- 1 with Native Teacher's Certificate in Agriculture
- 1 unqualified.

Dependent on the teacher's qualifications, his period of teaching and the type of school where he works, salaries and allowances are paid by the Department of Education according to the grading of native teachers. (1)

TABLE XX

Minimum and Maximum Salaries per Annum of Native Assistant Teachers.

Grade	Males.		Females	
	Minimum	Maximum	Minimum	Maximum
	£	£	£	£
1	120	201	90	150
2	138	246	102	186
3	180	300	130	266
4	198	378	142	278
5	216	396	154	290
6	258	450	182	326

In the above Table the column "Grade" is in relation to the

(1) DEPARTMENT OF PUBLIC EDUCATION - CAPE OF GOOD HOPE, "Salaries and Allowances of Native Teachers in Native Training, High, Secondary, Practising, Higher Boarding and Industrial Schools and Industrial Departments and of Departmental Visiting Teachers"; - 1947 and 1949. And, "Salaries of Teachers in Mission Schools for Native Pupils. - 1947 and 1949 - CAPE TOWN.

teacher's qualifications. Only minimum and maximum salaries are given, the intermediate salaries being omitted for practical reasons.

Principals have salary of an Assistant teacher as above, together with an allowance dependent on the grade of the school. The Grade of the School is based on the average enrolment of pupils during the four school quarters ended 30th June of the preceeding year, as shown in the following Table:-

TABLE XXI

Allowances of Principals per Annum according to Grade of School.

Primary Schools		Post Primary Schools	
Grade Enrolment	Allowance	Grade Enrolment	Allowance
	£		£
(a) 50 or less	12	(a) 99 or less	80
(b) 51 to 100	24	(b) 100 to 199	120
(c) 101 to 200	36	(c) 200 to 299	160
(d) 201 to 300	48	(d) 300 to over	200
(e) 301 to 450	60		
(f) 451 to 600	72		
(g) 601 or over	84		

The above two Tables show the differences of salaries and allowances based on grade of teacher and school, and Table XX also on sex of teachers. The following Table is a comparative analysis of the salaries of European and Non-European Teachers. (1)

(1) DEPARTMENT OF EDUCATION- CAPE OF GOOD HOPE, European Teachers' "Ordinance No.16/1952" and Amended in "Ordinance No.6/1954" for Coloured teachers. CAPE TOWN.

TABLE XXII

Minimum and Maximum Salaries per Annum of Assistant Teachers.

Ethnic Group	Assistant Teachers				Principals	
	Minimum - Males - Fem.		Maximum Males - Fem.		Maximum Males - Females	
Europeans	485	430	1060	870	1410	1150
Non-Europeans other than Africans	180	180	970	740	970	740
Africans	120	90	450	326	650	526

In addition to the salaries and allowances of teachers, the Department of Education also provides for the payment of the rent of school buildings and of the school-equipment, and pays 50 per cent of the cost of text-books.

From information from the Department of Education, the total annual expenditure borne by the Department for the schools in question, is as follows: Salaries and Allowances £27,647, Rents £1,647, Text-books and needle-work, for financial year 1953-54, £1,772; that is a total of £31,068.

The prescribed curriculum is followed in all schools. Xhosa is generally the only subject taught in the sub-standards. Afrikaans is taught only at Langa High School and at Athlone Methodist and Langa D.R.C. Primary Schools.

Religious instruction is compulsory in Departmental schools, but no sectarian or doctrinal teaching is allowed, except in the Cape under certain conditions laid down by Ordinance No.5 of 1921. (1) The catechism prescribed in the Ordinance may be taught without note or comment at Langa High School as it is a Departmental school. In the Mission schools teaching is given according to the tenets of that

(1) DEPARTMENT OF EDUCATION- CAPE OF GOOD HOPE, "Ordinance No.5/1921 as Amended by Ordinance No.10/1945 - CAPE TOWN.

particular Church.

Medium of instruction is English at Langa High School and in all Higher Primary Schools, except Langa D.R.C. Primary School where the medium is Afrikaans. Xhosa is medium in all Lower Primary Schools from the sub-standards to Std II.

Xhosa is the home language of the vast majority of the pupils. Of the total 3895 pupils of Primary and Secondary Schools: 3,684, viz. 94.7 per cent are Xhosa; 146 Sotho; 35 Tswana and 30 Afrikaans. At the time of the survey only four schools also had pupils whose home language is other than Xhosa, viz. Langa High School, and Chapel Street Methodist, Langa Methodist, Langa D.R.C. and Windermere E.C. Primary Schools.

In addition to instruction, the schools provide other educational facilities according to their standards and financial means. Langa High School alone possesses a library, with 2,233 books; namely 130 reference books, 1,676 fiction books and 427 general knowledge books. The Education Department refunds also the expenses of these books in the proportion of £2 to £1.

English, Afrikaans and Xhosa newspapers and magazines circulate at Langa High School. Of the primary schools, Chapel St. Methodist, Langa Methodist, Langa R.C. and Langa A.M.E. have magazines in Xhosa.

As far as school broadcasts are concerned, mention must be made of the Report of the Superintendent-General of Education, 1950 and 1951, which states, inter alia:-

"The National Council for School Broadcasting, on which are representatives from the four Provincial Education Departments, the Department of Education, Arts and Science, the Department of Education, the South African Broadcasting Corporation and various Teachers' Associations, makes recommendations in connection with the series of lessons to be incorporated in the programme, and is responsible for the policy to be followed. The Council meets early in the year so that by the middle of the year the programme for the following year is in the hands of the teachers, thus

enabling them to arrange their time-tables to include the appropriate radio-lessons." (1)

A radio service is organized on a National basis; the lessons are broadcast in both official languages. Many schools cannot avail themselves of this service as a result of poor reception, or because they have no radio set; the latter being the case with most of the Native schools. Of the schools of my survey only Langa High School has a school radio.

A film service for schools is supplied by the Department of Education, Arts and Science. Teaching by means of films has become very popular in South Africa and is well organized. The Department disposes of a film library of sound and silent educational films. At present there are in circulation 21,325 films and 5,700 film strips amongst the 1,645 members in the four Provinces. Membership is open to educational institutions. State schools pay no subscription fees; private schools pay £5 per year.

The Department has also a fund for the purchase of projectors for Government schools and State Departments.

The schools, as I understood from Mr. S.J. Britz, Film Service Responsible Officer of Cape Town, have to buy their own projectors and a subsidy of £60 for 16mm ordinary films and £25 for strip films of 35mm, is granted by the Provincial Administration. A 16mm ordinary film projector costs about £10, and a 35mm strip film projector about £30. The Cape Town Office serves both the Cape Province and the South Western Province. In 1953 they sent films about 40,000 times to their 828 members of these two Provinces.

The films Office sends an average of 20 films a year to Langa High School, and 2 films per year to each of the following primary schools:

(1) DEPARTMENT OF PUBLIC EDUCATION-CAPE OF GOOD HOPE, "Report of the Superintendent-General of Education for the Years 1950 and 1951 - Chapter VII, page 28.- STEWART PRINTING CO. - CAPE TOWN.

Chapel Street Methodist, Langa D.R.C., Langa E.C., Langa R.C., Windermere Methodist and Windermere E.C. The rest of the schools do not show films.

Drill and Sports, as a part of the curriculum, are held in all schools. At the primary schools the most usual are soccer and net-ball; at Lange D.R.C. School the boys play also rugby. At Langa High School soccer, rugby, cricket, tennis and net-ball are held in the playgrounds of standard size.

The primary schools hold also concerts on an average of 2 - 3 per year. At Langa High School, instead, debates are held on an average of 4 per year. Moreover, this school organises educational tours to places of educational and cultural interest, such as Kirstenbosch National Gardens, the Museum, the Castle, the Docks, factories, Houses of Parliament and so on.

Finally, I must mention the school feeding provided for the pupils of Native primary schools. A detailed report on the School Feeding Scheme issued by the Department of Education, Arts and Science (1) is given at the end of this thesis. (see Appendix 1 - 2). The scheme applies to all Native children enrolled at a primary school and who are 6 and under 14 years of age and attends a Government, State-aided or private school. The aim of the scheme is to supplement the normal meals provided at home, with protective food containing adequate protein and vitamins. The schools which did not participate in the scheme before 1st April 1949 are excluded.

The schools of my survey that benefit by the scheme are Chapel Street Methodist, Athlone Methodist, Langa Methodist, Langa D.R.C., Langa R.C., Langa E.C., Windermere Methodist and Presbyterian Primary Schools. The total amount granted to the schools for the scheme last

(1) DEPARTMENT OF EDUCATION, ARTS AND SCIENCE, "Circular Minute No.315/7: To all Committees controlling feeding schemes at Native Primary Schools - Feeding Scheme for Native Primary Schools". 1st March, 1953. - PRETORIA.-

year was £2,988. Each child is allowed 1½d per day. The Secretary of the Central Committee of Cape Town for the application of the scheme told me that the allocation of food to each child is small because of the drain on the financial resources of the Department concerned.

Langa High and Primary Schools.

Information on matters common to Langa High School and the primary schools have been given above. In this final discussion a short analysis is made on the function of this secondary school and its relation to the primary schools of the survey.

The standards, from Std VII to Std X, are divided into five courses called Forms. Std VII includes Form I and II. Therefore, the Junior Certificate (J.C.) takes normally three years after Std VI. But pupils who make excellent progress during the first year of the course are allowed to attempt the curriculum in two years. The Senior Certificate (S.C.) course normally takes two years after J.C. Pupils from other schools are not admitted into the final year of either J.C. or S.C. courses.

Form I has been added in order to meet the need of the pupils who are not ready to enter Std VII because the Native primary school curriculum was lowered as we said above, in 1922, while the secondary school curriculum was not, thereby seriously hindering those students who wish to proceed further in their studies.

This school caters for pupils who come from Cape Town and Peninsula, from the Cape Province and Southern West Africa.

TABLE XXIII

Sex Classification of Pupils in June 1954.

Pupils	Std VII			Std VIII	Std IX	Std X	TOTAL
	Form I	Form II	Total				
Boys	86	63	149	41	24	14	228
Girls	91	60	151	17	1	1	170
TOTAL	177	123	300	58	25	15	398

The main reasons of the great decrease of pupils after Std VII have been given on page 65 to which I refer. The high number of pupils who enter Form I is due to the many applicants from the whole Cape Province and South Western Africa.

I have made an inquiry to know how many African pupils of Cape Town primary schools are presented for Std VI examination and how many pass, in order to know how many are eligible for Langa High School.

TABLE XXIV

Average of Pupils Presented, Passed and Failed in Std VI
for Period 1951 - 1953.

Name of School	Presented	Passed	Failed.
Athlone Meth.	34.3	20.3	14.0
Langa Meth.	63.3	52.0	11.3
Langa E.C.	50.6	46.3	4.3
Langa D.R.C.	12.0	8.3	3.7
Langa R.C.	15.6	8.6	7.0
Retreat Pres.,	16.6	13.0	3.6

The schools of the above Table are those with a Standard VI course. I have chosen the average over a period of three years either because I thought it sufficient for this inquiry or because some of the schools could not provide me with complete records of previous years.

From the above Table an average of 140-150 pupils per year could join Langa High School. From information given by the Principal of Langa High School an estimate of only 50 per cent of the pupils in Form I come from the Peninsula; the rest come from the Cape Province and South Western Africa. In addition, the managers and the principals of the primary schools consider that about 20 per cent of their pupils join the secondary schools outside Cape Town, at the training institutions which have adjoining high schools.

TABLE XXV

Classification of Pupils Presented, Passed and Failed for Period
1951 - 1953.

Year	Junior Certificate			Senior Certificate		
	Presented	Passed	Failed	Presented	Passed	Failed
1951	47	39	8	18	8	10
1952	48	38	10	22	3	19
1953	51	37	14	16	10	6

The above Table shows that the number of pupils presented for the Senior Certificate Examination is reduced by more than half the number of pupils presented for the Junior Certificate Examination. Another significant feature is the very small number of pupils who finish their secondary education at this school compared with the total number in the primary schools of Cape Town.

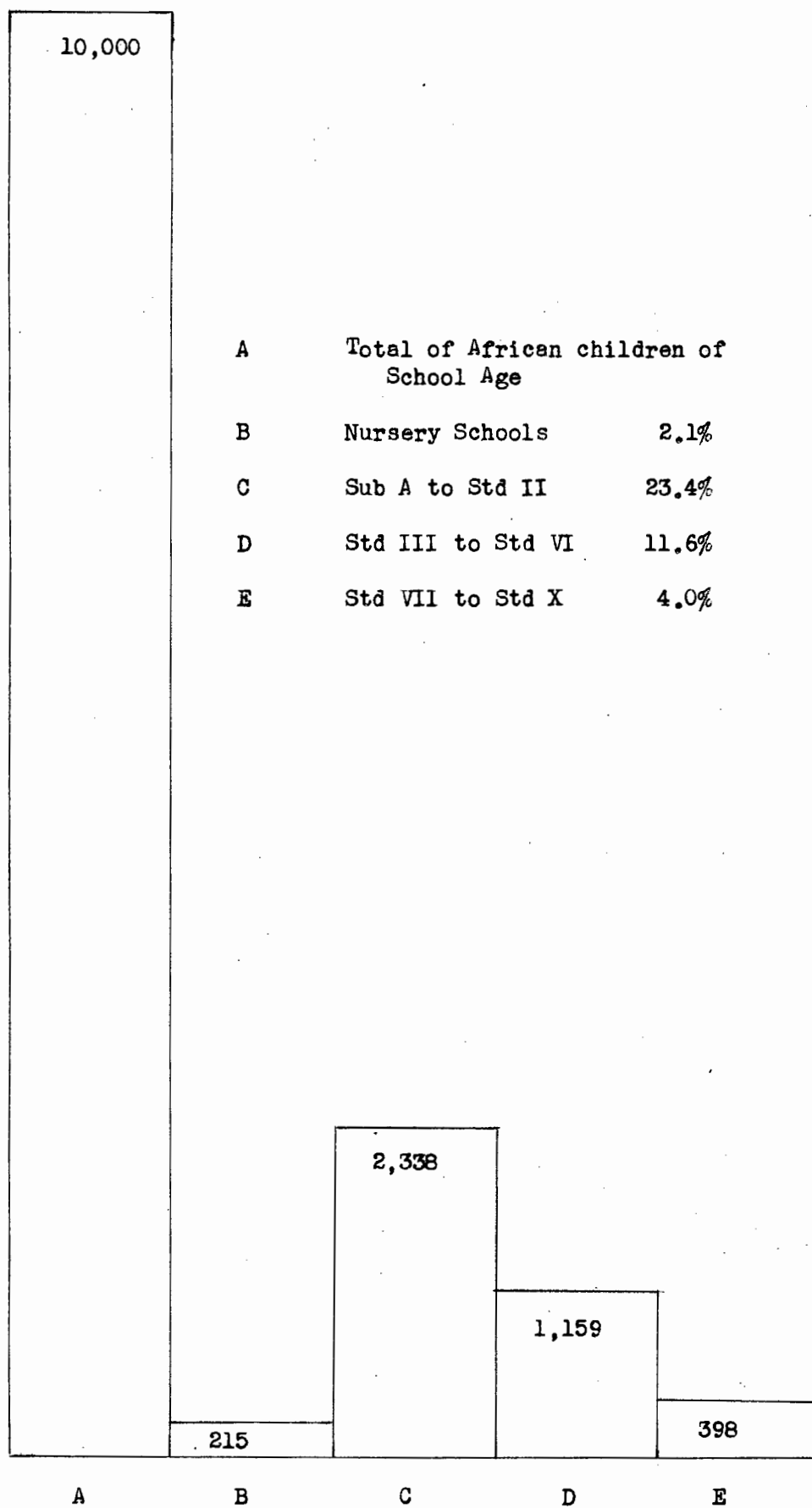
Before giving these comparative figures, mention must be made of the only private primary school for Africans in Cape Town; viz. the Methodist Private Primary School at Rylands, Athlone. (Plate XI, photo 31)

This school, which started in 1952, is housed in a church building with 1 classroom. The pupils on the roll, June 1954, are 86 instructed by 1 female teacher, unqualified and paid by the community of Rylands. The pupils are distributed according to standards, as follows:- Sub A 63, Sub B 9, Std I 5, and Std II 9. The average attendance for January - June 1954 is 45.0. All pupils are Xhosa speaking.

The total number of 3,895 pupils of primary and secondary schools, as given above, adding the 86 pupils of Rylands, is 3,981. Of these 3,583 are primary school pupils and 398 secondary school pupils. As said above, only an average of 50 per cent join Langa High School from the Cape Peninsula. 177 have enrolled in Form I; 58 are in Std VIII, and only 15 in Std X. See also Diagram II, on page 78.

DIAGRAM II

Total number of African Children of School Age compared with total number of pupils in Nursery, Primary and Secondary Schools, June 1954



General Observations

It is generally acknowledged that primary and secondary schools are of paramount importance in a community, as I have stated at the beginning of this section. It is also generally acknowledged in the Union that educational provisions for Africans are inadequate. The Report of the Superintendent-General of Education, 1950-1951, reads:-

"In view of the fact that the educational facilities for the Native population in the Union are inadequate, Native students from territories outside the Union will no longer be admitted to primary, secondary and higher education institutions in the Union."

And a few lines below:-

"The keenness of the Native population to become educated has given rise to strong pressure being exerted on the Government to provide essential facilities. At present facilities provide for approximately 33% of Native children of school-going age and it will require large sums of money to increase the facilities at a reasonable rate." (1)

The reference in the above Report to inadequacy and keenness is based on data concerning the Africans of the whole Union. One may legitimately ask, therefore, how far those statements are applicable to the Africans of Cape Town.

For this purpose I have made an inquiry in order to ascertain the proportion between population and the number of primary and secondary schools and of pupils of Cape Town.

(1) DEPARTMENT OF PUBLIC EDUCATION-CAPE OF GOOD HOPE, "Report of the Superintendent-General of Education for the Years 1950 and 1951." Chapter V, pages 20 and 21 - STEWART PRINTING CO. - CAPE TOWN.

TABLE XXVI.

Relation of Population to State and State-aided Primary and Secondary Schools and Pupils in June 1953.

Population		Schools	Pupils.
Ethnic Group	Number		
Europeans	187000	86	28548
Non-Europeans other than Africans	215000	70	26171
Africans	40000	11	3597
TOTAL	442000	167	58316

The population figures of the above Table are given in round numbers, taken from the Census 1951 (1). Although more recent figures of the African population are given as 44,000 (2), nevertheless the 1951 Census figures, have been used as they are the latest official figures obtainable for all groups.

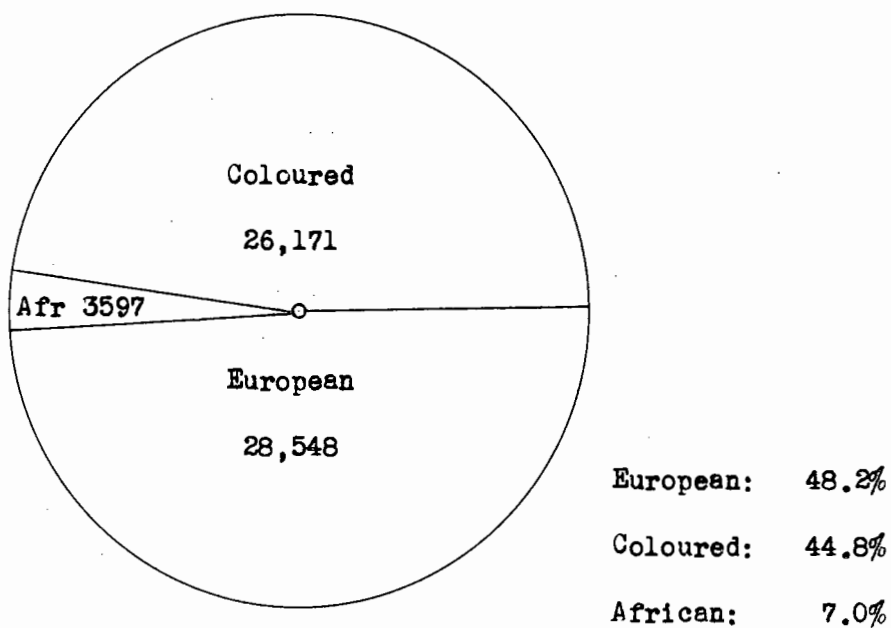
The figures of the schools and of the pupils are those for June 1953 and have been shortened out by myself from the statistics registers of the Education Department of Cape Town. Only State and State-aided schools are taken into consideration.

The proportion between the ethnic groups and their schools and pupils of the above Table, is better shown in the following Table of percentages. See also Diagram III on page 81.

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- (1) UNION OF SOUTH AFRICA-BUREAU OF CENSUS AND STATISTICS, PRETORIA,
 "Geographical Distribution of the Population"
 (Population Census, 8th May, 1951) - Special Report
 No. 200 pages 18.- THE GOVERNMENT PRINTER, PRETORIA,
 1953 - 4.
- (2) E. BATSON, "Social Survey's Report NHS 14/1954" - page 1 -
 UNIVERSITY OF CAPE TOWN. CAPE TOWN, 1954.

DIAGRAM III

- (a) Proportions of total pupils European, Coloured & African
for 1953 in Government and State-aided schools



- (b) Proportions of total schools European, Coloured & African
for 1953

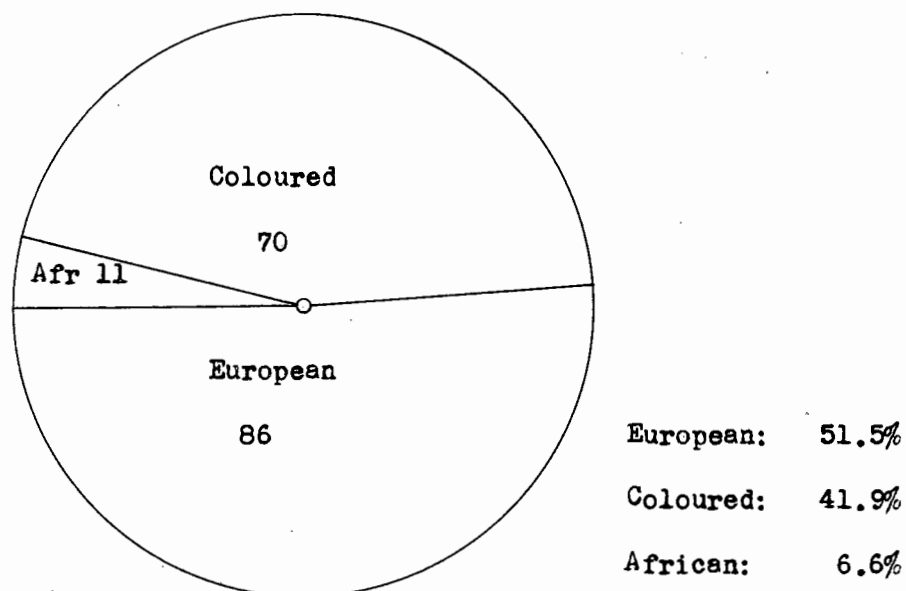


TABLE XXVII

Percentages.

Population		Schools	Pupils
Ethnic Group	Percentage	Percentage	Percentage.
Europeans	42.3	51.5	48.2
Non-Europeans other than Africans	48.7	41.9	44.8
Africans	9.0	6.6	7.0
TOTAL	100.0	100.0	100.0

As the above Tables show, the proportion between population and number of schools and of pupils for the three ethnic groups is very closely balanced. But it is well known that the above number of European and Non-Europeans other than African pupils does not represent the total number of children of these two ethnic groups, between the age of 6 and 16 years who go to school, because many study at other institutions, such as Training Colleges, Technical Colleges, Industrial Schools, Vocational Institutions, etc., whereas for the Africans only primary, secondary and high education is available. It is clear therefore, that the inadequacy of educational institutions for Africans, stated to exist in the Union by the Report of the Superintendent-General of Education applies equally well to Cape Town itself.

Moreover, it has been said above (see page 57) that the primary and secondary schools of my survey would be inadequate if a further number of pupils were accepted. One, therefore, inquires whether all the African children of school-age of Cape Town are at school or not, in order to know if also primary and secondary education institutions for Africans are inadequate.

From the figures afforded by the Administration Office of

Langa (1) the children of 0-16 years of age are 10000 in round number. Adding to 3981 pupils of primary and secondary schools 215 pupils of the nursery schools of my survey, we have a total of 4196 pupils at school. This means that there are about 5800 African children who do not attend school in Cape Town. Unfortunately we cannot make an estimate of the number of children under 9 months of age; but it is unlikely that there would be more than 1000, which leaves at least 4800 children who are not catered for by nursery, primary and secondary schools. The Report of the Superintendent-General of Education, quoted above, stated that "at present facilities provide for approximately 33 per cent of Native children of school-going age". The African children of Cape Town are better provided, being about 50 per cent at school. Still, the need of more primary and secondary schools remains.

The schools surveyed are, on the whole, comparatively well run with a trained staffs. Apart from the Methodist Private Primary at Rylands, which was still in a primitive stage at the time of my survey, and where the attendance of the pupils was very low, in all other schools we find high average attendance also at the schools with many children that come from distant places.

As far as I could observe, discipline is kept during the lessons; an obstacle, however, is constituted by the very numerous classes.

The advantage of these schools of being situated in urban areas and of being regularly controlled by the Education Inspectors, has made possible a progressive improvement in the median age and retardation of the pupils. Instead, the phenomenon of progressive decrease in the number of pupils attending school, from the lower

(1) NATIVE ADMINISTRATIVE OFFICE OF LANGA, "Statistics Report of the Inspectors of the Administrative Office, 1954.
LANGA - CAPE TOWN, 1954.

primary standards to the higher standards, has not been entirely eliminated. The fact that primary education of Africans has not been made compulsory, is one of the great causes of poor attendance at school.

In regard to the financial aid by the Department of Education, I understood from the teachers themselves that salaries plus C.O.L Allowances are considered to be fairly adequate. Teaching attracts many Africans as it is one of the easiest and profitable professions for them to qualify in; but at present some teachers cannot find teaching posts. Moreover, the payment of 50 per cent of the cost of the text-books by the Department, is a great help to the Africans. However, I think that it is wise that the pupils are expected to buy their books, although at a reduced price. The principals told me that it is felt that, in contributing to the expenses of their books, the African children appreciate what is being done for them and it induces them to look after their books. In this connection, my opinion is that the contribution of the Africans to their education should be extended as far as possible.

The Department pays in full rent- and maintenance of buildings and provides school furniture and equipment. Buildings and equipment, however, differ from school to school.

The buildings vary widely in their suitability for use as school premises, as the photographic documentary of my survey shows. The premises range from such school as the D.R.C. Primary School at Lenga of contemporary design, to mere wood and iron huts. Quite a number of buildings come into the latter category having poor lighting and ventilation and generally falling short of desired standards.

The few schools, designed as such, are fairly adequate but most of the schools are housed in various church buildings which, though often of sound construction, are not really suitable as schools. The majority of the remaining schools are built of wood and corrugated iron,

with small windows and are usually in poor state of repair.

The furniture and classrooms equipment generally are comparable with the standard of the particular school, i.e. the best school buildings have the best furniture of modern construction.

The schools of Langa are the best served also with playgrounds, Langa High School having the proper facilities for sports, while most of the other schools avail themselves of public playing fields close at hands. But the Government aid does not extend to playground facilities of the mission primary schools.

The prescribed syllabus is followed in all schools but before proceeding further two points of criticism must be raised. First, Afrikaans should be taught in all schools as it is one of the official languages of the country; and second, I think that it would be more advantageous for the Africans to be taught in their own language as far as possible. By learning in their mother tongue the Africans can assimilate our western knowledge without losing their own cultural inheritance.

Handwork which includes arts and crafts for boys and needlework for girls, is taught in the schools. In this connection I quote P.A.W. Cook (1) who writes,

"In the syllabuses of the four provincial departments handwork or craftwork has an important place, but it has always proved a difficult matter to obtain satisfactory results, largely because a considerable portion of the Native people feel that it is a waste of time."

In relation to other educational facilities, it is felt that all schools should have a radio-school for radio-lessons, enter the membership of the Film Service and provide a library for the children. But, of course, all these facilities strike one major obstacle, viz.

(1) P.A.W. COOK, "Non-European Education" - para. VI, page 369 of the Handbook of Race Relations in South Africa - OXFORD UNIVERSITY PRESS - CAPE TOWN, LONDON, NEW YORK, 1949.

deficiency of financial means.

Another great obstacle for the education of the African pupils is the gap between the syllabus of the native primary schools, which was lowered in 1922, as said already, and the syllabus of the secondary school which has been left untouched. This forced Langa High School to add a standard between Std VI and VII, and the consequence is that the African pupils have to spend one more year at school, and their families have to spend more money for the education of their children.

One final point in relation to Langa High School is that a hostel should be built in Langa for the pupils joining the school from far places.

My observations have disregarded the new provisions established by the Bantu Education Act of 1953, because the previous education policy was still followed at the time of my survey. It will take a certain time before the new regulations can be fully put into operation. Many improvements, educational and financial, may be made by the new policy of Act 1953. My personal feeling is that, as both the Government and the Churches have worked well in their own schools, something should be done first to provide primary and secondary school education for the other African children who cannot be catered for by the limited institutions existing at present. This is definitely, I submit, the most urgent need.

Summary of the main data

Langa High School

Pupils 398
 Teachers 14
 Classrooms 12
 Buildings 2
 Standards VII-X

Chapel Street Meth. Primary School

Pupils 105
 Teachers 2
 Classrooms 3
 Buildings 1
 Standards Sub-Stds to Std II

Athlone Meth. Primary School

Pupils 632
 Teachers 13
 Classrooms 12
 Buildings 1
 Standards Sub-stds to Std VI

Langa St Cyprian's E.C. Primary School

Pupils 483
 Teachers 12
 Classrooms 11
 Buildings 2
 Standards Sub-stds to Std VI

Langa St Louis' R.C. Primary School

Pupils 292
 Teachers 7
 Classrooms 7
 Buildings 1
 Standards Sub-stds to Std VI

Langa A.M.E. Primary School

Pupils 92
 Teachers 2
 Classrooms 1
 Buildings 1
 Standards Sub-stds to Std II

Langa D.R.C. Primary School

Pupils 279
 Teachers 7
 Classrooms 7
 Buildings 3
 Standards Sub-stds to Std VI

Windermere Meth. Primary School

Pupils 423
 Teachers 10
 Classrooms 6
 Buildings 6
 Standards Sub-stds to Std V

Windermere St Peter's E.C. Primary School

Pupils	255
Teachers	4
Classrooms	4
Buildings	2
Standards	Sub-stds to Std II

Retreat Presbyterian Primary School

Pupils	436
Teachers	10
Classrooms	8
Buildings	4
Standards	Sub-stds to Std VI

Muizenberg Free Ground Meth. Primary School

Pupils	52
Teachers	1
Classrooms	2
Buildings	1
Standards	Sub-stds to Std II

Rylands Meth. Primary School (Private)

Pupils	86
Teachers	1
Classrooms	1
Buildings	1
Standards	Sub-stds to Std II

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Departmental Visiting Teachers"; 1947 and 1949. - And:-
"Salaries of Teachers in Mission Schools for Native
Pupils, 1947 and 1949". - DEPARTMENT OF EDUCATION.-
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Chapter VIII, page 374.- THE GOVERNMENT PRINTER,
PRETORIA, 1953-4.-

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THE GOVERNMENT PRINTER, PRETORIA, 1951-52.-

Appendix

DOMINICAN SCHOOL FOR THE DEAF.

I have included in my survey the Dominican School for Non-European deaf, firstly because general education is also imparted to the pupils, and secondly because there is a considerable number of African pupils. On the other hand, owing to its particular character as a special school, I have included it in an appendix to the primary and secondary schools.

A special school may be defined "a school where education of specialized nature is given to deviate children". (1) The term "deviate children" includes all those children who, because of physical, mental or behaviour disability or aberration, are unable to be instructed in ordinary schools. Generally the education imparted at special schools includes cultural education, vocational guidance, vocational training and, if necessary, also medical and mental treatment and care. (2)

The aims of a school for the deaf are the development of the deaf child's mental powers by giving him a medium of communicating his thoughts to others, so that by education and a mastery of a trade he may be equipped to lead a useful life.

The method of instruction in use up to the 1920's had been the "sign language" or hand language. The method then changed into "oralism", that is speech and lip reading, found to be the best method throughout the child's curriculum. (3)

(1) OFFICIAL YEAR BOOK OF THE UNION OF SOUTH AFRICA, No.27/1952-53"
Chapter VIII, para.3, page 357 - THE GOVERNMENT PRINTER-
PRETORIA, 1953-4.

(2) *idem* - page 356-7-

(3) THE SILENT MESSENGER, "Chairman's Report, page 19. - SOUTH AFRICAN
NATIONAL COUNCIL FOR THE DEAF.-JOHANNESBURG, 1954.

See also:

DOMINICAN SCHOOL FOR THE DEAF, WITTEBOME, "Biennial Reports", 1943-44
and 1948-49.-DOMINICAN SISTERS, WITTEBOME-CAPE TOWN.

The Department of Education, Arts and Science administers schools for the deaf under the Vocational Education and Special Schools Act, No.29 of 1928 and under Act No.9 of 1948.

The Department of Education, Arts and Science is responsible for the education and training of blind, deaf, epileptic and deviate children. Schools for the deaf, blind and epileptics are State-aided, the Union Government contributing two-thirds of the capital cost and from two-thirds to the whole of the salaries of the staff, as well as the half of all authorised expenditure. In addition, boarding grants are given to needy children.

The Dominican School for the Deaf was the first school for the deaf in South Africa, having been founded in 1863 in Cape Town. The school began as a private charitable enterprise without any public recognition or financial assistance. From its inception both European and Non-European children were admitted. Though other schools for deaf European children arose, until comparatively recently this was the only school where Non-Europeans were received.

Since the beginning of the century the school has been recognised by the Department of Public Education of the Cape of Good Hope in that an Inspector of the Department examined the school annually and the teachers received 50 per cent of their salaries from the same source. In 1924 the school passed under the aegis of the Union Education Department (now Department of Education, Arts and Science). In 1928, in terms of Act No.20 of 1928, the school became a State-aided Special School.

In 1937 the Non-European children were transferred into the new building at Wittebome, Cape Town. (Plate XI, photo 32)

This school for Non-Europeans provides the following educational curricula:-

- (a) Nursery School. - At the nursery school special nursery classes are held where the foundation

of speech and language are laid.

- (b) Primary school.- The primary school course covers the usual syllabus of the primary schools for normal children with the addition of special lessons in speech and lip reading. The first two years, corresponding to the Sub-standards courses, are called "Beginners Classes".
- (c) Vocational training. - At the end of the primary school period vocational training is offered. The pupils usually combine trade tests with school subjects for Std VI and Std VII, and take a "combined Certificate" which will be a recommendation for employment. The certificate is not, therefore, taken until the end of the course.

The syllabus of the school includes the following subjects:

Afrikaans, Arithmetic, English, Geography and History.

In the nursery school and Std I, only Afrikaans, Arithmetic and English are taught; from Std II to Std VI, the above subjects, plus Geography and History; during the vocational training, all the above subjects and training in any of the following:-

Typing
Tailoring
Shoe-making
Agriculture
Dressmaking
Domestic Science, which includes cookery, laundry, housewifery and home industries.

At the time of my survey the school catered for 293 Non-European pupils, of whom 157 Africans and 149 other Non-Europeans. The pupils come from all parts of the Union of South Africa, from Southern West Africa, Southern Rhodesia, Swaziland and Basutoland. Of the

African pupils, 44 come from the Cape Province and only 6 from Cape Town.

The following Tables and figures on pupils refer only to the Africans.

TABLE XXVIII

Sex Classification of Pupils in June 1954.

Standards	Males	Females	Total.
Nursery School	4	5	9
Beginners	16	11	27
Std I	11	14	25
Std II	8	-	8
Std III	17	3	20
Std IV	5	3	8
Std V	-	5	5
Std VI	-	3	3
Vocational:			
Domestic Science	-	23	23
Shoe-making	24	-	24
Tailoring	1	-	1
Agriculture	4	-	4
TOTAL	90	67	157

The above Table shows an uneven distribution of pupils throughout their curricula; that is, there are more pupils in the lower standards, from the Beginners to Std III and during the vocational training, than from Std IV to Std VI. This is due to the fact that the instruction of these handicapped children takes a longer time during the first standards and during the vocational training period.

The pupils are all boarders except 8. Average enrolment for the period January - June is 157, average attendance 154. The slight difference between enrolment and attendance averages is due mainly to the 8 day pupils.

In regard to the age of admission pupils are accepted by the

nursery school when he or she is between 6-7 years old, and ends the vocational training course about the age of 18 or 20. But the principal and the Staff told me that, while the parents are strongly urged to send their children as soon as they reach 3 years of age in order to make use of the pre-school language training, many African pupils do not go to school at an early age. The registers of the school give the following average ages of admission of Africans for the years 1952-54:-

1952: 10.2 years

1953: 11.0 "

1954: 9.7 "

This seems to be due to the parents' ignorance of the possibility of educating the deaf and to their reluctance to part with their handicapped children.

English is the medium of instruction throughout. The home language of the pupils varies greatly as they join the school from many parts of the Union. When I surveyed the school there were 44 Xhosa, 13 Sotho, 74 Tswana and 26 Zulu.

The buildings, consisting of 4 blocks for classes and 1 hostel, have been constructed for 280 children. The existing 28 classrooms accommodate 13 pupils more than the prescribed 10 pupils for each class and teacher.

There are on the staff 28 teachers; 4 European males, 18 European females and 6 Coloured females. All teachers are qualified. The 4 male European teachers have National Trade Certificates, viz. 2 in shoe-making, 1 in tailoring and 1 in agriculture.

The European female teachers are:-

4 P.T. (Primary Teacher's Certificate for Whites)
and D.D. (Deaf Diploma)

1 P.T.H. (Primary Teacher's Higher Certificate
for Whites)

6 P.T.

1 P.T. plus Physical Education

1 Domestic Science and D.D.

3 Domestic Science only

2 Matriculation and D.D.

The 6 Coloured female teachers are P.T.L. (Teacher's
Primary Lower Certificate for Coloured)

TABLE XXIX

Expenditure for 1954.

Salaries	8592
C.O.L. Allowances	634
Special Allowance for European Teachers	453
Fees Subsidy	785
Rents grants	490
Wages for hostel staff	1868
Insurance, books, subsistence and general maintenance	1163
TOTAL	13985

The above Table shows only the amount of money spent for the education of the African pupils of the school.

The Non-Europeans teachers are paid on a different scale from the Europeans; that is, they receive the same salaries as the Provincial Government give to their Non-European teachers. Thus recent increments and consolidation of Cost of Living into salaries accorded by the Union Government to Civil Servants and Teachers did not affect the Coloured members of the staff because, as the staff were told, the Provincial Government has not yet made the change in their Non-European salaries. Moreover, the Non-European teachers do not benefit by the special non-pensionable allowance of £40 per annum accorded to European teachers of handicapped children.

The criteria for the payment of the other items of the above Table are as follows:- The Department of Education, Arts and Science

pays a fees subsidy on the basis of £23 per annum per Non-European pupil (for Europeans the fees grant is £40 per annum); contributes two-thirds of the total rent and of the wages for hostel staff; and pays 50 per cent of the insurance, subsistence, text-books and general maintenance. The school has to provide for the remainder.

The school has installed up-to-date hearing for the acoustic training and is equipped with all machines and appliances in the Vocational department.

There is a library with about 200 books. Magazines and Newspapers in both official languages are also available. There is a school radio. A film is shown every fortnight. Moreover, the school holds once a year a concert and an exhibition of the work of the pupils. Indoor and outdoor games and sports are well organized.

Until last year, 1953, the school benefited by the provisions made by the Feeding Scheme, and free milk was provided. From 1954 the Education Department has cancelled the school from the list of the beneficiaries on the ground that they had no right for such facility meant for normal pupils of the primary schools. The African pupils, however, had always been excluded from the provision.

General Observations.

Only a few remarks are necessary on this special school which, on the whole, is run very well, provides the pupils with good educational facilities and is housed in suitable buildings.

The medium of instruction raises a problem. These children will be able to understand only and talk to those who speak English and partly Afrikaans, but they will be unable to follow their people speaking in their own home language. The principal and the staff informed me that at the present nothing can be done. More than one

language cannot be used. In future a native language might be adapted for this purpose.

The community in the form of the Union Government aids the school in large measure but, owing to the importance of this type of institution, the extra difficulties met by the Staff in the education of the handicapped, the demand from families which need to send their children to the school, funds should be provided for the necessary extension. The school caters already for a larger number of pupils than that prescribed, while about 20 African and more Non-European pupils other than African are on the waiting list. An increase of the fees grant should be afforded. In this connection one feels that the difference in aid between Europeans (£40 per annum per child) and Non-Europeans (£23 per annum per child) in such schools where the requirements of education are practically the same, does not seem to have any legitimate ground.

Summary of the main data
(for African pupils)

Pupils	157
Teachers	16
Buildings	5
Classrooms	16
Expenditure	£13985 per annum.

Summary of References.

DOMINICAN SCHOOL FOR THE DEAF, WITTEBOME, "Biennial Reports", 1943-44
and 1948-49. - DOMINICAN SISTERS, WITTEBOME, -CAPE TOWN.

OFFICIAL YEAR BOOK OF THE UNION OF SOUTH AFRICA, No.27 - 1952-3.
"Education", Chapter VIII, para.3, pages 356-7.
THE GOVERNMENT PRINTER, PRETORIA, 1953-4.

THE SILENT MESSENGER, "Chairman's Report", page 19. - THE SOUTH
AFRICAN NATIONAL COUNCIL FOR THE DEAF.-JOHANNESBURG,
1954.

SECTION IV.

UNIVERSITY

The University of Cape Town is discussed separately in this thesis. It is not linked with the Cape Town Technical College, Night Schools and Correspondence Colleges, first because it has different entrance requirements (Matriculation or an approved Senior Certificate) and second because Africans at the University are mostly full-time students. The Technical College is, as far as the African students are concerned, an evening school for adults as the Night Schools are. The Correspondence Colleges are different from all other institutions and in my survey are discussed last of all.

A modern University may be defined in general as "An educational institution which imparts the highest instruction to members of a society". This definition contains the principal aim of a university, which Stephen d'Irsay describes as follows:-

"The primary aim of universities is to spread higher learning and to provide both the foundations and the technical knowledge for the learned professions." (1)

The Commission on Native Education in South Africa, in its Report of 1949-1951 stresses a particular aim of university education for the Africans, i.e. the formation of African leaders. The Report reads:-

"The importance of university education for the Bantu cannot be over-emphasized, both to provide general education for leaders and to provide high-grade technical men for their future economic and social development." (2)

(1) STEPHEN d'IRSAY, "Universities and Colleges" - Encyclopaedia of the Social Sciences, Volume Fifteen, page 181.- THE MACMILLAN COMPANY - NEW YORK, 1942.

(2) UNION OF SOUTH AFRICA, "Report of the Commission on Native Education 1949 - 1951", para.709.-U.G. No.53/1951 - THE GOVERNMENT PRINTER - PRETORIA, 1951-2.

Besides the universities there are university colleges, which can be defined as "institutions for higher education affiliated to universities." They usually form component parts of universities, although in many instances they are autonomous institutions, such as the South African Native College at Fort Hare, affiliated to Rhodes University.

In relation to the education of the Africans the South African universities may be divided into two categories as follows:-

- (a) Those which do not admit African students
(viz. the University of Orange Free State, Potchefstroomse Universiteit vir Christelike Hoër Onderwys, the University of Pretoria and the University of Stellenbosch);
- (b) Those which admit African students (viz. the University of Cape Town, the University of Natal, the University of Witwatersrand, Johannesburg, the University of South Africa, and Rhodes University to which, as said above, the University College of Fort Hare is affiliated and its students take the degrees of the university. The two institutions, however, are quite independent). (1)

The history and development of higher education in South Africa is comparatively recent. Higher education started with the establishment of The South African College (S.A.C.) in Cape Town in 1829. Notable advance, however, was only made when the Parliament of Cape Town passed the University Act of 1873, and particularly with the

(1) UNION OF SOUTH AFRICA, "Official Year Book, No.27 - 1952-3"- Chapter VIII para.2, pages 333-356. - THE GOVERNMENT PRINTER - PRETORIA, 1953-4.

See also:

P.A.W. COOK, "Non-European Education"- Chapter XV para.viii, pages 372-5 of the Handbook of Race Relations in South Africa. OXFORD UNIVERSITY PRESS.-CAPE TOWN, LONDON, NEW YORK, 1949.

establishment of the University of the Cape of Good Hope by the University of Cape Town Act No.14 of 1916. The following historical notes on higher education are limited to Cape Town, and have been summarised from the Official Year Book of the Union of South Africa, 1952-3.

At the beginning, the South African College of Cape Town was a private institution and was the first college of the kind to be found in the country. From 1837 to 1878 the College was incorporated as an institution for male students. Then it became an entirely public institution, and in 1886 women students were accepted as well. The College used also to prepare students for Matriculation, but from 1900 onward confined itself to university work. In 1910 the College took over the university classes held at the Diocesan College of Rondebosch, and in 1916 the Cape Town Normal College was incorporated with the College when it became a University by the University of Cape Town Act.

At present the main seat of the university (Plate XI, photo 33) is on the Groot Schuur Estate at Rondebosch. The Faculties of Law and Commerce and the Michaelis School of Fine Art use the former buildings of the South African College in Cape Town. Classes in speech and drama, and most evening classes are held there. The Wernher and Beit Medical Laboratories adjoin the Groote Schuur Hospital which serves also as a clinic for the faculty of Medicine.

The Administration and control of the university are vested in the Council. The university receives financial support from the Government, the Corporation of the City of Cape Town, and the Cape Divisional Council. (1)

(1) UNION OF SOUTH AFRICA, "Official Year Book, No.27 - 1952-3" - Chapter VIII, para.2 pages 342-3. - THE GOVERNMENT PRINTER, - PRETORIA, 1953-4.

The University of Cape Town confers degrees in applied and industrial chemistry, architecture, arts, commerce, education, engineering, fine art, land surveying, law, medicine, music, science and social science; and confers diplomas and certificates in African studies, analytical chemistry, architecture, ballet, commerce, fine art (including commercial art and ceramics), music, nursing, public health, quantity surveying, social science, speech training (elocution) and town planning.

The degrees and diplomas of the medical school are recognised for registration in the Union of South Africa and in Southern Rhodesia; the degrees in Law are accepted for admission to the Bar.

The university provides teaching for European and Non-European students without distinction; all students are charged fees according to academic curricula and not on a basis of racial discrimination. The university, however, provides for the residence of European students only.

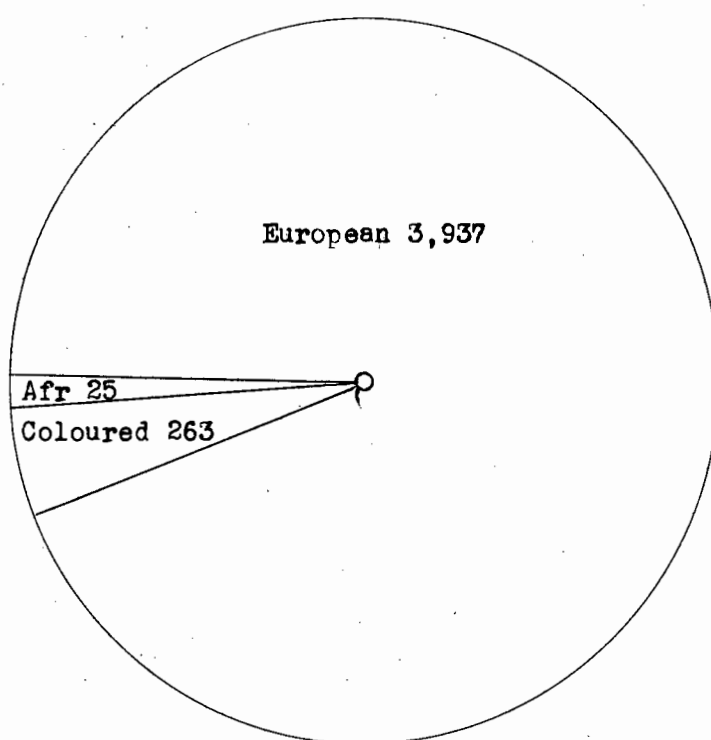
The following information Tables refer to the African students.

At the time of my survey, June 1954, there were 25 African students at the university, 24 males and 1 female. At the same time 3937 Europeans and 263 Non-Europeans other than Africans were registered at the University. Of the total 4225 university students, therefore, the Africans are a very small minority, i.e. 0.6 per cent compared with the Europeans 93.2 per cent and the other Non-Europeans 6.2 per cent. Diagram IV on page 104 shows the proportion between the three groups.

DIAGRAM IV

UNIVERSITY OF CAPE TOWN

Number of European, Coloured & African students in June 1954



TOTAL NO. of students of all races 4225

European: 93.2%

Coloured: 6.2%

African: 0.6%

TABLE XXX

Relations of Students to Place of Origin.

Place	Students.
Cape Town	9
Cape Peninsula	2
Natal	1
Transvaal	6
South West Africa	1
Nyasaland	1
Southern Rhodesia	3
Kenya	2
TOTAL	25

The above Table shows that very few Africans from Cape Town and the Peninsula attend university courses, because very few pupils go as far as Std X (see primary and secondary schools above, pages 65, 75 and 76) and matriculate or take an equivalent certificate, which enable them to proceed to university. For economic reasons the majority of the African pupils have to discontinue their primary or secondary school education and go to work; these who proceed further usually prefer to join training schools, which open to them in a short time the door to the teaching profession.

TABLE XXXI

Age Classification of Students in June 1954.

Age	Students	Age	Students
20	1	33	1
21	2	34	-
22	3	35	2
23	7	36	-
24	1	37	-
25	-	38	-
26	1	39	-
27	1	40	-
28	-	41	-
29	2	42	-
30	1	43	-
31	1	44	-
32	1	45	1

From the above Table the average age is 26.6, and the median age is 25.5. The African students have registered at a later stage than the average European students. This is made more evident by the fact that 8 out of 25 African students registered in 1954 for the first time.

Further inquiry has been made on the academic curricula of the students in question.

TABLE XXXII

Classification of Students by
Faculty in June 1954.

Faculty	Students.
Arts	16
Education	2
Law	2
Science	3
Social Science	1
Senior Teacher's Certificate	1
TOTAL	25

The African students prefer subjects in the Faculty of Arts; very few attempt courses in Sciences or Mathematics. None of them has ever followed courses in Medicine and Fine Arts. Over the quadriennium 1951 - 1954 only 1 of the students in question followed courses in mathematics and 4 in sciences. The subjects preferred by the majority have been English, Bantu languages, Constitutional Law, Native Law and Administration, History and Roman Law. The main reason for the choice of subjects and faculties seems to be that there are few openings for employment of Africans in professional fields, apart from Teaching, social work and law. There seems to be no reason why the African students do not enter medicine, although the university demands a very high matriculation standard for admission to this faculty.

This last observation led me to enquire into the Matriculation status of the students, on the number of courses followed in each subject, and on the university examination results.

I found that 11 students are matriculated, 6 have full exemption of matriculation, 2 conditional exemption, and 6 are not yet matriculated.

During the period 1951 - 1954 the students were registered for 106 first courses, 31 second courses and 5 third courses.

Finally, the results of the examinations written by 14 of the students over the years 1951 - 1953, are as follows: 105 subjects written, of which there were 63 passes and 42 failures. Of the subjects passed, there were 1 first class, 9 second class and 53 third class passes.

Enquiry was also made into the financial situation of the African students in relation to fees, grants and cost-of-living.

According to the "Schedule of Revised Fees from 1954" published by the University of Cape Town, which established an increase for the students registering for the first time in and after 1954, the present fees paid by the African students are as follows:

2 Students pay respectively £36 and £18 for post-graduate courses in Education; 8 pay the 1954 fees, ranging from a minimum £52 to a maximum £77; and the other 15 students pay the previous years' fees, from a minimum £59 to a maximum £71.

That the fees are heavy for the Africans is shown by the fact that most of the students could not possibly receive university education without grants, subsidies or other help. I learnt from the Accounting Department of the University Registrar's Office that 11 African students receive grants, bursaries or subsidies ranging from £50 to £100 per year; 1 student is maintained by relatives; 1 is maintained by a European family and 1 is a teacher and provides for himself. About the finances of the remaining 11 students, there is no information.

In a special questionnaire sent to each student (see Appendix II) I enquired into the total amount of expenditure per annum for fees, accommodation and food. Only 8 out of the 25 students answered. 7 gave the amounts from £111 to £225; that is, an average of £155 per annum. One student wrote the amount as £65, which is hardly possible owing to the present cost of living. I suppose that this student meant either only the payment of the fees, or, living with the family, made an inaccurate estimate of his own expenses deducted roughly from the family's budget. Instead the amounts given by the others are reasonable figures.

The same questionnaire contained a question on the marital status of the students. From the 8 answers we know that 6 of the students are not married and 2 are married.

General Observations.

In discussing the aims of university education and its importance to Africans, I should like to quote again the words of the Commission on Native Education of 1951:-

"The importance of university education for the Bantu cannot be over-emphasized, both to provide general education for leaders and to provide high-grade technical men for their future economic and social development."

But, while on the one hand the University of Cape Town, as my survey has shown, offers unlimited facilities for higher education to Africans, on the other hand one is faced with the insignificant number of African students who are able to make use of these facilities. When I first heard of the University of Cape Town as being "interracial", I thought that I would have found there numerous students of Non-European descent. When I saw the place and the few Africans in it, I remembered suddenly a line from Virgil:- "Adparent rari nantes in

gurgite vasto" (Aeneid, I-18): few swimmers in a large ocean.

The following comparative Table shows the numbers of students of the different racial groups, as recorded at the Registrar's Office of the University.

TABLE XXXIII

Race Classification of Students for Period 1951 - 1954.

Year	Europeans	Coloured	Asiatics	Africans	Total.
1951	3781	139	34	21	3975
1952	3374	134	43	17	4068
1953	3733	149	63	26	3971
1954	3937	182	81	25	4225

The words of the Report of the Commission on Native Education 1949 - 1951, therefore, that

"Bantu university education is still in its very early stages"

and

"There does not seem to be an overproduction of university graduates" (paras.707 and 708),

are confirmed by the figures of the above Table. Consequently, African university education in Cape Town and elsewhere in the Union does not play, at present, the rôle it should for the development of the African community. The number of full-time African students is too small when compared with the African population or even with the African school population.

From the information and figures of my survey I think that there are two main factors which account for such an insignificant number of African students: The academic and the socio-economic factors, and both are inter-dependant. The educational requirements for

admission prevent the majority of Africans from attending university courses; very few of them matriculate each year, either because they are hindered by previous low school-standard, or because they cannot afford further school education owing to poor economic conditions; or because, as said before, there are very few openings for the employment of Africans in professional fields.

Academic and socio-economic factors, moreover, influence to a large extent the university career of the African Students. They join university at a later age than the average age of European students, because most of the time the Africans have to discontinue, either before or during the university curriculum, their education in order to earn a living. The small number of passes and poor examination results at the university, demonstrate the difficulties that the Africans meet, retarded by previous education or by present inadequate home conditions. In this connection I think that residence should have been provided at university also for Non-European students, especially for African students whose dwellings are usually unsuitable places for their studies.

In my survey of the primary and secondary schools I remarked that at present the African people do not themselves pay for their education. This is true also in relation to university education. The majority of African students receive grants, bursaries or other financial help. But the way of financing school education by means of subsidies or of charitable help, is very precarious and limited. Governments, departments or other bodies provide for the expenses of the students as long as they are interested in employing graduates. The real solution, instead, is to put Africans in the position of being able to afford higher education.

In conclusion, the University of Cape Town with other South African Universities, has still its doors open also to Africans; but the main problem is to make successful university education available to more African students. This does not depend particularly on the university itself, but on the organization and co-ordination of the whole educational

and socio-economic set-up of the African community; a task which the country is at present attempting to actuate in new forms since with the issue of Bantu Education Act of 1953.

Summary of References.

- COOK, P.A.W., "Non-European Education" - Chapter XV, para.viii
pages 372-5 of the Handbook of Race Relations in
South Africa. - OXFORD UNIVERSITY PRESS, CAPE TOWN,
LONDON, NEW YORK, 1949.
 - d'IRISAY, S. "Universities and Colleges" - Encyclopaedia of the
Social Sciences, Volume Fifteen, page 181. -
THE MACMILLAN COMPANY - NEW YORK, 1942.
 - UNION OF SOUTH AFRICA, "Official Year Book No.27 - 1952-3"
Chapter VIII: para. 2, pages 338-356. - THE
GOVERNMENT PRINTER - PRETORIA, 1953-4.
 - idem ibidem Chapter VIII, para. 2, pages 342-3
 - UNION OF SOUTH AFRICA, "Report of the Commission on Native Education
1949 - 1951", para.709 - U.G. No.53/1951 - THE
GOVERNMENT PRINTER - PRETORIA, 1951-2.
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SECTION V.

TECHNICAL COLLEGE.

A technical college may be defined as "a secondary educational institution where training in the principles and practice of an actual trade is given together with instruction in general education".

Technical education is "secondary" because it comes after the primary education which has taught the child the rudiments of knowledge, it enlarges the pupils general knowledge both theoretically and practically by teaching him to apply the principles he is learning to an art or trade. (1)

A technical college, therefore, differs in its nature and aims from a trade school (where pupils who have not completed primary school education continue their scholastic training while also being afforded an opportunity of learning a trade); differs from a secondary and high school, by the nature of its curriculum and definitely by the vocational character of its work; and finally, differs from a university by reason of the educational standards of the pupils and by the nature of the instruction. (2)

The South African Colleges, moreover, are different from the technical colleges of other European countries, because they conduct teaching which in the other European countries is done by different institutions, such as Industrial, Commercial, Technical and Domestic Science Schools.

(1) T. RAYMONT, "The principles of Education". - Chapter III, pages 38-9. LONGMANS, GREEN AND CO. LTD.- LONDON, E.C. 1927.

(2) F.H.SPENCER, "A Report on the Technical Colleges of South Africa". Chapter I, pages 15 - 27. - CARNEGIE CORPORATION OF NEW YORK, 522 Fifth Avenue. - NEW YORK, 1937.

The administration of the Technical Colleges in South Africa is vested in the Department of Education, Arts and Science under the Higher Education Act No.30 of 1923. (1) - The colleges receive Government subsidies from the Department and, as in the case of the Cape Technical College, from various Municipalities.

Each college is a corporation with an independent governing body of statutory constitution. This is partly nominated and partly representative, i.e. local employers and employees are members of that body. The colleges, moreover, form a Federation with an Association of Staff to discuss matters of common interest.

The Cape Town Technical College consists of 7 Schools Departments, viz. Building, Engineering, Printing and Chemistry Schools Departments, which form the Technical School; and Commercial, Domestic Science and Physical Education and Sports Departments.

For all the above schools the college provides full-time pre-apprenticeship courses for pupils of 14 to 17-18 years of age, and part-time courses for apprentices or others, including girls and women, who are already at work.

Full-time courses are of from 2 to 4 years duration according to the particular schools. The majority of students of technical courses normally leave at the end of 2 years. Few students are to be found in the 4th year. They are generally those who wish to matriculate by the alternative method provided by these courses and possibly proceed to the university, usually to the Engineering Department.

Part-time courses are mainly filled by the compulsory attendance of apprentices under the Apprenticeship Act No.37 of 1944. Part-time courses include evening continuation classes for those who

(1) UNION OF SOUTH AFRICA, "Official Year Book No.27 - 1952-53".-
Chapter VIII, para.3, pages 356-360 - THE GOVERNMENT
PRINTER - PRETORIA, 1953-4.

At present there are in South Africa the following technical colleges:-
Cape Town, East London, Orange Free State, Natal, Pietermaritzburg,
Port Elizabeth, Pretoria, Witwatersrand, Northern Cape-Kimberley,
M.L. Sultan (for Indians).-

have left their day schools and wish to continue their education. (1)

The college is divided into 2 sections, viz. the European and the Non-European sections. Europeans and Non-Europeans attend classes in different centres. (2)

The Non-European section of the college commenced classes in 1924. The present building at 70/71 Roeland Street, Cape Town, was opened in 1935. (Plate XII, photo 34). To meet the needs of Non-Europeans resident at a distance from town, branches of the college were opened at Athlone, Kensington and Vasco in 1946; and at Wynberg and Parow in 1948. By permission of the School Board the classes are held at the Central Schools in these areas. (Plate XII, photos 35, 36, 37.)

The Non-European section is under the control of the Cape Technical College Council, but an Advisory Committee composed of representatives from the College Council and the Juvenile Affairs Board has been constituted to advise the Council on matters appertaining specifically to the Non-European students.

Of the above mentioned schools held by the Technical College only the Technical (Building and Engineering Departments), Commercial and Domestic Science Schools are available to Non-Europeans.

At the Technical School the Non-Europeans follow only the part-time courses prescribed by law for apprentices. The pass standard for admission is Std VI. In the Building Trade it is necessary to have passed Std VII before proceeding to the National Technical course.

At the Commercial and Domestic Science Schools part-time evening classes are held for those who have passed Std VI. Students are prepared for the national examinations conducted by the Department of

(1) CAPE TECHNICAL COLLEGE, "Prospectuses" of the Schools Departments of the College. - CAPE TOWN, 1954.

(2) The Technical College for Europeans is in Longmarket Street, Cape Town.

Education, Arts and Science.

At Roeland Street centre courses are offered for the following:-

- National Std VII Certificate
- National Junior Certificate
- National Commercial Certificate
- National Senior Certificate
- Matriculation Exemption Certificate
- Domestic Science Courses Certificate
- In 1954 a full-time Secretarial Course was started.

At the other Branches of the college courses are offered for the National Std VII and National Junior Certificates.

The subjects offered to Non-Europeans for the different certificates are as follows:-

- (a) National Std VII Certificate: English, Afrikaans, arithmetic, geography, biology, history or business method.

To qualify 5 subjects must be passed.

- (b) National Junior Certificate: all the above subjects plus bookkeeping, commerce, physiology and hygiene.

Of these 6 subjects must be passed. Usually part-time students find the full range of 6 subjects too much to attempt in one year, and are advised to spread their studies over two years.

- (c) National Commercial Certificate: English, Afrikaans, Shorthand, typewriting, arithmetic, bookkeeping, and commercial practice;

(d) National Senior Certificate: all the subjects for the National Commercial Certificate, plus biology, economics, history and geography.

(e) Matriculation Exemption Certificate: English, Afrikaans, physiology, hygiene, history and geography.

To be admitted to the National Commercial, Senior and Matriculation Exemption courses the students must have passed Std VIII.

In all the above courses both official languages are compulsory.

Fees are compulsory for all students and are charged per subject. Std VII fee is £1 5s. per subject per annum; the fee for the Junior Certificate is £2. per subject per annum; for the Senior Certificate and Matriculation Exemption £2. 5s. per subject per annum. Bursaries, moreover, are available to students who may not be able to pay the full class fees.

The staff at Roeland Street college consists of European teachers; at the other Branches the teachers are all Coloured.

The Technical College has a good library, a section of which is housed in the Roeland Street building and is available to all students, including those attending classes at any of the Branches.

The following Tables and figures refer only to the African students of the Non-European section of the Technical College.

TABLE XXXIV

Sex Classification of Students in June 1954.

Name of School	Students		
	Males	Females	Total
Roeland Street	17	4	21
Kensington	7	3	10
Athlone	2	-	2
Wynberg	-	2	2
Total	26	9	35

The most striking feature of the above Table is the very small number of Africans compared with the total of 3801 European and Non-European Students of the Technical College at the time of my survey. The presence of female students should also be noticed. Roeland Street centre has the highest enrolment because it offers more facilities than the Branches. Kensington school is more frequented than Athlone and Wynberg because the area has a larger African population.

The average attendance at the four schools for period January-June 1954 is 34.

TABLE XXXV

Classification of Students by Standard in June 1954.

Name of School	Std VII	J.C.	S.C.	Commercial	Domestic Science	Total
Roeland Street	6	6	5	3	1	21
Kensington	4	6	-	-	-	10
Athlone	2	-	-	-	-	2
Wynberg	1	1	-	-	-	2
Total	13	13	5	3	1	35

The Staffs of the schools informed me that usually Std VII and J.C. courses are the most frequented. Only a few African students can afford further education. However, the 5 students attending

Senior Certificate at the time of my survey must be compared with the 13 Africans who took their Senior Certificate in 1952.

TABLE XXXVI

Age Classification of Students in June 1954.

Name of School	Age Groups				
	16 - 19 years	20 - 29 years	30 - 39 years	40 years and over	Total
Roeland St.	6	13	2	-	21
Kensington	5	3	1	1	10
Athlone	1	1	-	-	2
Vynberg	1	1	-	-	2
Total	13	18	3	1	35

The age of each student of the college was given by the Registrar, from which I have tabulated age-groups. In my survey I have adopted only the age-groups method of tabulation in the case of all the schools for part-time adults, viz. Night Schools, Correspondence Colleges and, in relation to African students, the Technical College, because the individual ages of students were not obtainable at the Night Schools and Correspondence Colleges.

Calculating the average ages of the students of the Technical College in both ways I found that the average age drawn from the individual ages is 23.4 and the average age from the age-groups is 23.8.

In relation to marital status, out of 35 there are 7 married and 2 widowed students.

The home language of the majority is Xhosa, for 27 students are Xhosa, 5 Sotho and 3 Tswana speaking people.

General Observations.

The Cape Technical College is a very large institution open also to Africans, but it is little utilized by them. At the time of my survey there were 3801 students, of whom 2542 were Europeans, 1224 Non-Europeans other Africans, and 35 Africans. (See Diagram V on page 121). I understood from the Registrar of the college that the attendance of Africans has always been very poor.

Various factors account for the failure of the Africans to attend.

The required qualification of having passed Std VI eliminates many African children, as they do not go as far as that standard. The same is true of adults wishing to join evening technical classes.

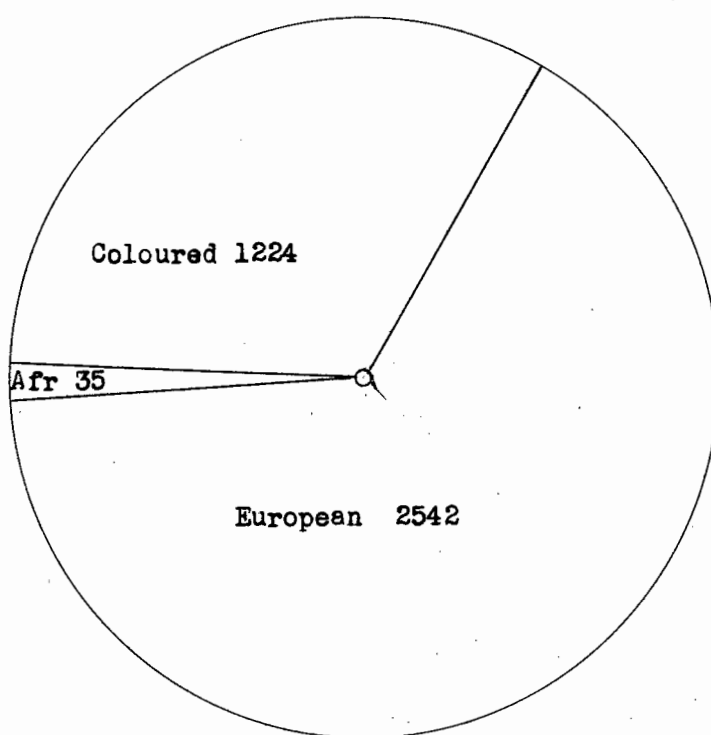
Moreover, although the fees are very reasonable, generally the Africans are relatively poor and are forced to take unskilled jobs to earn the necessary money for their maintenance.

The limitation to evening courses only and transport to the school create other difficulties. In fact at Kensington, for instance, which is an area with a large native population, the number of African students is greater than at the other two branches. I think, therefore, that the Africans should have a technical school of their own. It is felt that if a branch could be opened at Langa, many more students would attend and the technical college could become a day-school for African pupils of school-age and not an evening school for part-time adult students as it is at present. Africans prefer to keep to themselves and have difficulty in mixing with the others, and vice-versa. I had proof of this when I surveyed two other private commercial schools existing in Cape Town, viz. The Ethel Massingberd-Rogers Commercial School, Darling School, with its Branch at 68, Church Street, and Todd's Typewriting School, with Commercial Courses at 149a Plain Street. Although these institutions are open to all students of all races,

DIAGRAM V

CAPE TOWN TECHNICAL COLLEGE & BRANCHES

No. of European, Coloured & African students in June 1954



TOTAL No. of pupils of all races: 3801

European: 66.9%

Coloured: 32.2%

African: 0.9%

nevertheless no Africans attended. The reason given by one of the principals was that "no teacher can be found to teach African students".

One, therefore, cannot speak of technical education for the African population in Cape Town. This, however, is not a defect in educational provisions which one sees only in Cape Town, but it is found throughout South Africa, as the Commission on Native Education remarks in its Report of 1949 - 1951. The Commission proposes a solution to the problem, which I find basically sound; viz. total re-organization of technical schools according to a general plan of economic development of the Africans. Its Report in relation to the Africans reads,

"The great difficulty at present experienced by those seeking to provide technical and industrial education, is the provision of adequate employment for the products of these schools". (para.704)

One knows that generally preference is given to Europeans and Non-Europeans other than Africans, when filling technical posts. The Commission, therefore, suggests

"It seems essential that these schools should be planned in accordance with a general plan of economic development for the Bantu, and should be controlled and financed by the same administrative machinery as controls the development plan". (para.705)(1)

(1) UNION OF SOUTH AFRICA, "Report of the Commission on Native Education 1949 - 1951".- Paras. 704 and 705. - U.G. No.53/1951. THE GOVERNMENT PRINTER - PRETORIA, 1951-2.

Summary of References.

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SPENCER, F.H., "A Report on the Technical Colleges of South Africa".
Chapter I, pages 15-27. - CARNEGIE CORPORATION OF
NEW YORK, 522 Fifth Avenue. - NEW YORK, 1937.

UNION OF SOUTH AFRICA, "Official Year Book No.27 - 1952-53". - Chapter VIII,
para. 3, pages 356-360. - THE GOVERNMENT PRINTER -
PRETORIA, 1953-4.

idem, "Report of the Commission on Native Education 1949-1951" -
Paras. 704 and 705 - U.G. No.53/1951. - THE
GOVERNMENT PRINTER - PRETORIA, 1951-2.

SECTION VI.

NIGHT SCHOOLS.

In comparatively recent years there has developed, in almost all western countries, a system of schools (such as continuation classes, classes for illiterates and the like) conducted along the lines of the schools which I have analysed before, but with characteristics and aims of their own. Generally they take the form of part-time day or evening classes for the education of adults who are not at school any longer and wish to implement their education, or who have never been at school and wish to acquire elementary school education.

These institutions include night schools, which may be defined as "educational institutions running part-time evening classes for the instruction of adults". To define the term "adults" I should like to quote the definition given by the Committee of Enquiry on Adult Education in South Africa. In its report of 1945, the Committee states:-

"For the purpose of this report an "adult" means a person who has already left the ordinary school, college or university where he has received full-time instruction. Many of our "adults" have, however, not left school, because they have never attended school. This applies mainly to Non-Europeans who have never been afforded the opportunity of school education, because no provision was made for them, or because they were in employment or otherwise engaged when they ought to have been at school." (1)

The aim, therefore, of night schools is to instruct those adults who are totally illiterate and are generally in employment, and also those who have received a certain measure of school education.

(1) UNION OF SOUTH AFRICA, "Adult Education in South Africa"- A Report by a Committee of Enquiry appointed by the Minister of Education. - Chapter II, para. 10. - U.G. No. 35 - 1945. - THE GOVERNMENT PRINTER - PRETORIA, 1945-6.

In the first instance, the night schools may be considered as schools for illiterates; and in the second, as continuation classes imparting additional teaching in leisure time for those who have left primary and other schools.

As a result of the above mentioned Report of the Committee, a Council for Adult Education has been constituted in South Africa and a division for the control of adult education has been established within the Union Education Department (now :Department of Education, Arts and Science).

Night schools and continuation classes etc. for adult education may be recognised by the Minister of Education when application is made under the Higher Education Act No.30 of 1923. (1) The Rules for continuation classes etc. framed by the Union Department of Education under the Act of 1923, relating to the establishment and recognition of new classes, read:-

"Continuation classes for Non-Europeans may be recognised for the purpose of a grant provided there be an average total enrolment of at least 15 individual bona fide students, i.e. students who:-

- (a) have passed at least Std.IV, irrespective of age; or
- (b) are not under the age of 16 years, irrespective of standard passed, if any."(2)

At present, in relation to the Africans, all authority is vested in the Minister of Native Affairs under the Bantu Education Act No.47 of 1953.

The night schools for the education of African adults of Cape Town may be divided into two groups, as follows:-

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- (1) UNION OF SOUTH AFRICA, "Higher Education Act No.30 of 1923" -
Section 2 - THE GOVERNMENT PRINTER - PRETORIA, 1923.
 - (2) UNION DEPARTMENT OF EDUCATION, "Rules for Continuation Classes"-A,2.-
Van Der Stel Buildings, PRETORIA. -

- (1) Night Schools of the Cape Non-European Night School Association. These schools are registered and recognised by the Education Department under Act of 1923.
- (2) Other Private Night Schools, not yet recognised by the Department at the time of my survey.

I

Night Schools of the Cape Non-European Night School Association (abbr.C.N.N.S.A.)

The Association (1) was founded in 1945 by a young university graduate who, with about a dozen friends, started a night school at Retreat. After two months the school, which was running four nights a week, had an average attendance of 80 pupils and a voluntary staff of 32 teachers, each of whom held his class once a week. Other centres then asked the Association for schools in their areas. In 1947 two new schools were opened, viz. a primary school at Nyanga Location, and a secondary school at Langa to supplement the existing primary night school.

For the first year the Association had been privately financed; at this stage it received a Government grant of £75 per annum. In 1949 the Sea Point Night School was opened, and in 1950 the Langa Junior School followed to replace the primary night school mentioned above which had been closed. The Association catered now for about

(1) N.U.S.A.S. RESEARCH COUNCIL, UNIVERSITY OF CAPE TOWN, "Report: Investigation of living and working conditions of pupils attending schools run by the Cape Non-European Night School Association". - 16 November 1952 - pages 1-2.- N.U.S.A.S., 148, St Georges Street, CAPE TOWN, 1952.

500 pupils with over 100 teachers.

In 1951 a drive for funds brought in over £800 which enabled the Association to rent an office and employ a permanent paid secretary. During the same year the night schools at Simonstown and District Six were founded. At the time the Association had seven schools with an average of 1000 pupils and almost 200 teachers. Towards the end of 1951 a Coloured teacher was engaged in response to an appeal for tuition from patients in the T.B. Brooklyn Hospital. At the beginning of 1954, three new schools were included in the list, viz. Cafda, Green Street, and Windermere Night Schools; and in August 1954 the Docks Compound Night School was started.

In connection with the activities of the Association, mention must be made of the loans of over £500 which have been made to deserving students at universities and teacher's training colleges; and of a Sheltered Employment Scheme started at Cafda for disabled Non-Europeans who cannot compete in the normal labour market.

The aims and objects of the Association are given in its Constitution as follows:-

- "(i) The object of the Association shall be to promote the education of adult Non-Europeans who are unable to attend the ordinary provincial schools, by:-
 - (a) the establishment and organising of night schools and part-time classes;
 - (b) the provision of such teaching aids and equipment as may be necessary for the said schools and classes;
 - (c) the recruiting of the teaching personnel for the said schools and classes;
 - (d) the collection of funds for these purposes;
 - (e) the appointment of such executive and administrative bodies as may be necessary;
 - (f) the establishment of bursaries for the higher education of Non-Europeans and other general educational aid funds.
- (ii) The income and property of the Association derived from Government grants shall be applied solely towards the promotion of the objects as set forth in this constitution, and no part thereof shall be paid or transferred, directly or indirectly, by way of dividend, bonus or otherwise howsoever by

way of profit, to the members of the Association provided that nothing herein contained shall prevent the payment in good faith of remuneration to any officer or servant of the Association in return for any services actually rendered to the Association." (1)

The control and management of the Association is vested in a co-ordinating committee consisting of:

- (a) 1 member nominated by the Native Affairs Department. At present the Government representative is the Inspector of Native Education in Cape Town;
- (b) Not more than 12 members elected annually by the Association.
Normally they are business and professional men and women and university students, as far as possible chosen from among serving on advisory committees of the schools of the Association;
- (c) School management committees elected by each school.

Every year the Association holds a general meeting of all the staff and teachers. In addition, a monthly meeting is held in different places, fixed from time to time, in order to facilitate the attendance of the teachers at some of the gatherings.

At the time of my survey the Association ran 9 night schools for Non-Europeans; of which 8 were in the Cape Town Municipality and 1 was at Nyanga Location outside the municipal area.

The following information and tables refer only to the 8 schools of Cape Town. These schools may be divided into two categories:-

- A. Those with African pupils only (viz. Langa

(1) CAPE NON-EUROPEAN NIGHT SCHOOL ASSOCIATION, "Constitution"- page 1 - Central Office, 40, Castle Street, CAPE TOWN.

Senior Night School, Langa Junior Night School, Windermere Night School, Retreat Night School, Sea Point Night School, and Green Street Night School);

- B. Those with both African and other non-European pupils (viz. St. Mark's Night School and Cafda Night School) (1)

The Docks Compound Night School, started in August 1954 with 50 African pupils, has not been included among the schools in Category A and in the following Tables, because it opened when my survey was already ended. Its 50 pupils, however, have been added to the total general of African pupils in the last part of my thesis. Moreover, the large majority of pupils of the schools in Category B are Non-European other than African pupils. Only the figures of the African pupils of these schools will be included, therefore, in the analysis and Tables below.

-
- (1) - Langa Senior School, housed in the primary school E.C. runs classes five nights per week. (Plate V, photo 13)
 - Langa Junior School, housed at the primary school Methodist; with classes four nights a week. (Plate IV, photos 11 and 12)
 - Windermere School, housed at the primary school Methodist; with classes four nights a week. (Plate VII, photo 19)
 - Retreat School, housed at the primary school Presbyterian; with classes four nights a week (Plate IX, photo 26)
 - Sea Point School, housed at the Baptist Hall, Tramway Rd., with classes two nights a week. (Plate XIV, photo 41)
 - Green Street School, housed at the Society of Friends house; with classes two nights a week. (Plate XIV, photo 42)
 - St Mark's School, housed at the Community Centre, William St., District Six; with classes three nights a week. (Plate XII, photo 38)
 - Cafda School, housed at Cafda Workshop; with classes two nights a week. (Plate XIII, photo 40).

TABLE XXXVII

Sex Classification of Pupils in March and June 1954.

Name of School	March			June		
	Males	Females	Total	Males	Females	Total
Langa Senior	87	2	89	89	5	94
Langa Junior	279	12	291	202	7	209
Windermere	305	42	347	440	43	483
Retreat	114	22	136	104	18	122
Sea Point	120	45	165	99	32	131
Green Street	20	-	20	18	1	19
St Marks.	15	-	15	15	-	15
Cafta	2	-	2	2	-	2
Total	942	123	1065	969	106	1075

Two main features shown in the above Table are: first, the large majority of male pupils, due to the fact that the classes are held late in the evening and, therefore, not at a suitable time for women; and second, the general decrease in June's enrolment. This is due partly to bad weather conditions and partly to the pupils who come tired from work and more easily discontinue their attendance at a school which is not compulsory and is free from any charge. The balance between the two enrolments, however, is brought about by Windermere which had an increase of 136 pupils during the second quarter. The Association ascribe this fact to the effectiveness of the staff and teachers, all university students, who are successful in recruiting pupils.

The distribution of the pupils on the roll according to educational standard is as follows: 339 pupils are in the sub-standards, called by the Association "illiterate classes"; there are 579 pupils from Std I to Std VI, and 157 pupils from Std VII to Std X.

The actual number of pupils attending classes, however, is shown in the following Table on averages enrolment and attendance.

TABLE XXXVIII

Average Enrolment and Attendance for the Quarters January
March and April - June 1954.

Name of School	Averages	
	Enrolment	Attendance
Langa Senior	91.5	44.0
Langa Junior	250.0	126.5
Windermere	415.0	186.5
Retreat	129.0	49.4
Sea Point	148.0	46.0
Green Street	19.5	12.7
ST Lark's	15.0	10.5
Cafda	2.0	2.0
TOTALS	1070.0	477.6

The above Table shows that the average attendance is less than 50 per cent of the enrolment; it is very low compared with the average attendance of the ordinary schools analysed in the previous sections, and indicates the difficulty in keeping a regular pattern in these night schools. I think, in fact, that this low attendance is due, in addition to the reasons given under Table XXXVII, to the fact that the teachers change every night over the week; consequently there is less personal contact between them and the pupils, and less interest of the pupils in the school.

The above figures on enrolment and attendance were attainable at the central office of the Association; but the following information on age, home language, and marital status of the pupils was not and had to be secured at the schools during the evening classes. For this reason Schedule No. 2 (see Appendix II) was compiled, and filled on the spot. The schedules remained in the classrooms for one or two weeks and were completed with the co-operation of the principals and teachers.

Therefore, they apply only to those attending classes, not to all those enrolled for classes.

TABLE XXXIX

Age Classification of Pupils in June 1954.

Name of School	Age - Groups				
	16/19 yrs	20/29 yrs	30/39 yrs	40 years & over	Total
Langa Senior	2	37	5	-	44
Langa Junior	7	61	43	9	120
Windermere	25	94	53	11	183
Retreat	4	33	12	2	51
Sea Point	2	32	21	3	58
Green Street	-	14	2	1	17
St Marks	-	14	1	-	15
Cafda	-	2	-	-	2
Totals	40	287	137	26	490

As for the technical college, I had to adopt the age-group tabulation because the ages of the individuals were unobtainable. From the ages of the above Table the average is 26 years.

TABLE XL

Classification of Pupils by Marital Status in June 1954

Name of School	Marital Status			
	Not Married	Married	Widow	Total
Langa Senior	40	4	-	44
Langa Junior	73	44	3	120
Windermere	116	67	-	183
Retreat	35	15	1	51
Sea Point	37	19	2	58
Green Street	16	1	-	17
St Mark's	13	2	-	15
Cafda	2	-	-	2
Total	332	152	6	490

The comparatively large number of married pupils of the above Table shows both the need and appreciation that Africans have of school education.

TABLE XII

Classification of Pupils by Home Language in June 1954.

Name of School	Xhosa	Sotho	Tswana	Others	Total
Langa Senior	40	4	-	-	44
Langa Junior	91	23	6	-	120
Windermere	163	20	-	-	183
Retreat	39	9	3	-	51
Sea Point	35	6	2	15	58
Green Street	15	2	-	-	17
St Mark's	11	2	1	1	15
Cafda	2	-	-	-	2
Total	396	66	12	16	490

Like all other previous Tables on home language, the above Table shows that the predominant language is Xhosa. The particular group of pupils of Sea Point Night School in column "Others" are Africans belonging to the Zulu and Herero tribes. Most of them are hotel waiters or domestic servants.

The above Tables on age, marital status and home language show only about half of the total number of pupils. They probably, however, give a good picture of the typical pupil.

The courses offered to the pupils depend on the educational standards covered in each school, as follows:-

- (a) At Langa Junior, Sea Point and Green Street,
with only sub-standards, courses are offered in:

Arithmetic
English

- (b) At Langa Senior, with only secondary standards,
and at Windermere and St Mark's, with primary and

secondary standards, there are courses in:

Arithmetic
Commercial Arithmetic
English
Geography
History
Physiology and Hygiene

Moreover, Afrikaans is taught only at St Mark's where the large majority of pupils are Coloured people; and Xhosa is taught only at Langa Senior. At Retreat, also with a secondary department, courses are offered in:-

Biology
Bookkeeping
Latin
Xhosa

- (c) At Cafda the division of pupils into particular standards is not stressed. The pupils are offered courses in:-

Afrikaans
Arithmetic
English
Health Education

Tuition is free. - Since 1953, according to a decision taken by the Association, pupils have to buy their own text-books.

To meet the difficulties which adult education always presents, the Association has already adopted a syllabus of its own for the "illiterate classes" and standards up to Std IV. The Syllabus for the higher standards was still under discussion at the time of my survey. Moreover, special books have been also composed by some of the members of the Association, for instance, a Pupil's Book and Teacher's Guide, covering 80 lessons designed to prepare an illiterate person to enter Std I; an Arithmetic book for Std I; and Grading Tests for the new-comers.

Classes at the schools of the Association are open to all persons of all races.

TABLE XLII

Classification of Teachers by Sex and Race in June 1954.

Ethnical Group	Males	Females	Total
Europeans	97	132	229
Non-Europeans other than Africans	3	4	7
Africans	8	3	11
Total	108	139	247

The teaching staff shown in the above Table is predominantly European. The African teachers are engaged particularly in Langa for the teaching of Khosa. The other Non-European teachers hold classes mainly at St. Mark's, District Six.

Further inquiry into the teachers' qualifications revealed that out of 247 teachers only 15 are trained teachers. Most of the others are university students, post-graduates, and some professionals; no other details were available.

The large majority of the teachers are voluntary; only 7 trained teachers (5 Africans and 2 other Non-Europeans) are paid. 2 African teachers receive 5/- per hour, and 3 receive 2/6 per hour; they all teach two hours per week. The 2 other Non-European teachers receive 5/- per hour and teach one hour per week.

At the annual general meeting held on May 16th, 1954 the treasurer of the Association gave a short account of the financial situation. The annual grant of the Government, which had been £500 per annum, in 1954 had been raised to £750 per annum. The total income for 1953, including the Government grant, and proceeds from the rummage and cake sale, a street collection and public donations, was £1200, leaving a surplus of income over expenditure of £99.

II

Other Night Schools.

There are in Cape Town other night schools which cater for the education of African adults, viz. Athlone Methodist Night School, Rondebosch Diocesan College Night School, Rosebank Methodist Night School and Gardens Presbyterian Night School.

These schools are run privately, each one independent of the others and of the Cape Non-European Night School Association, and not recognised, at the time of my survey, by the educational authorities. They are also independent, respectively, of the churches and of the Diocesan College itself.

There is, moreover, the St Paul's Evening School for Coloured people, Bryant Street, Cape Town, where Africans are also welcomed. When I surveyed the school, there were 8 African pupils. Of this school only the number of the Africans are added to the statistics of the other night schools.

- Athlone Methodist Night School (Plate III, photo 7) was started in 1953 by an African female teacher who also runs all classes. The school makes use of the premises of the Methodist day primary school at Athlone.

Classes are held 4 nights a week. The teaching is limited to the three R's, and the subjects taught are Arithmetic, English and Xhosa. Tuition is free and the text-books are provided by the teacher. The school receives no financial help.

- Rondebosch Diocesan College Night School (Plate XIV, photo 43) was founded in 1939 by the College Padre, the Rev. Leslie Irving. It began as a means of helping the college African servants only, but before long developed into a larger undertaking, with the Africans themselves telling their friends.

The aims of the school are: first, to help the Africans to achieve the degree of instruction through which they may be more efficient in their tasks; second, to demonstrate to the Africans that the school-boys and the staff of the college sincerely have their welfare at heart; and third, from the point of view of the school-boys, to get them to know the African and his problems, and at the same time, to appreciate how useful is this first experience in teaching.

The night school is controlled by a "Committee of Social Service", consisting of school-boys. A team of boys of Std VIII and IX form the teaching staff. The school-boys of Std X are not engaged in the work because they have to prepare for Matriculation.

The classes are divided into Junior and Senior classes,

The Junior Classes include:-

- (a) Sub-standards to Std II, in which the three R's are taught; and
- (b) 2 Forms, equal to Stds III and IV, in which the pupils are taught Arithmetic, English, Geography and History.

The Senior Classes include:-

- (a) standards from Std V to Std X and the subjects are Arithmetic, Afrikaans, English, Geography, History, Mathematics and any other, if requested;
- (b) Any other course, such as Correspondence Courses, when necessary.

In the sub-standards to Std II boys of Std VIII teach, each boy having not more than 6 pupils. In the 2 Forms and Senior Classes Std IX boys teach, and the method is "one teacher to one pupil". The classes are held five nights per week. Only men are coached.

Tuition is free. Text-books, exercise books and stationery

are provided and the money is given by the boys themselves in the form of a grant from their Committee of Social Service.

- Rosebank Methodist Night School (Plate XV, photos 44 and 45) was opened in August 1953 by a group of young people of the Rosebank Methodist Church, because they felt that there was some need for evening classes in non-European areas for the Africans employed in the neighbourhood. In 1954 the Y.M.C.A. of Cape Town University joined forces with Rosebank staff. Usually 6 teachers per night are required to deal with the classes which are held two nights per week. At the time of my survey 41 teachers had joined the school.

The pupils range from the totally illiterate to those in primary and secondary grades. Normally the three R's form the backbone of the teaching. In case of advanced students, tuition consists chiefly of explaining notes and lectures received from Correspondence Colleges.

Finance, accommodation and some equipment is furnished by the church, and the Y.M.C.A. have made a grant of money towards books and stationery which are issued free. The understanding is that the books should be returned afterwards. Tuition is free. The pupils pay a nominal fee of 6d per head per month to cover incidental expenses.

- The Gardens Presbyterian Night School (Plate XV, photo 46) was started in June 1952. The school, which was at the beginning housed in a garage, now uses the church hall.

The aim is to teach illiterate Africans. Teaching, therefore, covers the three R's, with 5 classes from sub-standards to Std III. Classes are held four nights per week.

Finance, accommodation and furniture is provided by the church. Exercise books and stationery are free. A fee of 3d per head per night is paid by the pupils. The school has a small library and the pupils leave a deposit of 6d per book which is refunded when the book is returned.

The following information and Tables refer to the combined night schools of my survey, including the African pupils of St. Paul's Evening School for Coloured people.

TABLE XLIII

Sex Classification of Pupils in June 1954.

Name of School	Pupils		
	Males	Females	Total
Athlone Meth.	11	1	12
Diocesan College	35	-	35
Rosebank Meth.	40	-	40
Gardens Presbyt.	78	1	79
St Paul's	8	-	8
Totals	172	2	174

The above Table shows evidently that the night schools are mainly utilized by African men. Women are excluded from the Diocesan College for disciplinary reasons. The late hours in which classes are run usually prevent women from attending the other night schools.

The 174 pupils are distributed, according to standards, as follows: there are 116 pupils from sub-standards to Std II; 52 from Std III to Std VI; and 6 from Std VII to Std X. This shows that the education imparted at night schools is mainly to the illiterate and lower standards.

TABLE XLIV

Average Attendance of Pupils for Period
January-June 1954.

Name of School	Enrolment	Attendance
Athlone Meth.	12	12.0
Diocesan College	35	28.2
Rosebank Meth.	40	35.1
Gardens Presbyt.	79	35.3
St Paul's	8	8.0
Totals	174	118.6

It is interesting to notice the generally high average attendance of the above schools, compared with the attendance (less than 50 per cent) at the schools of the Cape Non-European Night Schools Association. Of the schools of the above Table, only Gardens Night School has about 50 per cent attendance of the pupils on the roll. This seems to be due to the fact that the pupils are more scattered in this area than in the others.

The main reasons accounting for the high attendance at these night schools probably are: more personal contact between teachers and pupils, as in the case of Athlone and Diocesan College Night Schools; greater facility for joining the schools because they are situated in urban European areas; and finally, more appreciation of school education by pupils who live very closely with Europeans, either as domestic servants, or as hotel or shop-boys, and so on.

The following information on age, marital status, and home language of the pupils refers to only 120 pupils. For the other 54 pupils information could not be obtained. This inquiry was made by means of Schedule No. 3 (see Appendix II). The schedules were sent to the schools where they remained for two weeks and were filled, as those of the schools of the Association, with the help of the principals and the teachers.

TABLE XLV

Age Classification of Pupils
in June 1954.

Age-group	Pupils.
16-19 yrs.	2
20-29 "	66
30-39 "	50
40 & over	2
Total	120

The ages of the individuals were not obtainable. The average age from the above Table is 29.4 years.

Of the 120 pupils, 88 were never married and 32 were married.

The inquiry on home language gave the following results:

Xhosa	31
Sotho	7
Tswana	22
Others	60
Total	120

Xhosa, Sotho and Tswana are present in all schools, but the distribution of those classified as "Others" differ in each school. Thus, Ovambo are mostly pupils at the Gardens School; a few are at Rosebank School. Kalanga, Tshangana, Matabele and Zulu are to be found at Rosebank and Diocesan College Schools.

Although the inquiry on age, marital status, and home language refers to 120 pupils out of 174, i.e. to two-thirds of the total, nevertheless 120 pupils are a number too small to make any legitimate generalization in relation to the other 54 pupils, of whom no information on the matter was available.

The total teaching staff of the schools consist of 93 teachers, viz. 92 Europeans and 1 African. The distribution of the teachers at the schools and their qualifications are as follows:-

At Athlone Night School there is 1 African teacher who is N.P.L. (Native Primary Lower);

At Rosebank Night School there are 42 teachers, 5 post-graduates and 12 university students;

At the Diocesan College Night School there are 40 teachers who are high school boys;

At the Gardens Night School there are 10 teachers, of whom 5 are qualified and 5 unqualified.

No other details of the above qualifications were available.

General Observations.

Undoubtedly the night schools of Cape Town, with their 1249 pupils and 340 teachers, contribute much to the welfare of the African adults who otherwise would be completely deprived of the benefits brought by school education to the members of our western society. The night school system in general has, of course, shortcomings which are unavoidable because they are intrinsic to its nature. For instance; the time of instruction is too short; the classes, held late in the evening, prevent most women from attending the school; there is the great difficulty of instructing illiterate adults at a time when they are tired after a full day's work; in addition, there is the difficulty of instructing adults who have no or little possibility of studying at home and of doing their homework either because they are tired, or because their homes are not suitable places for study, or because, being married as many of them are, they are engaged in other home duties; finally, there is the difficulty of keeping a regular attendance at night schools. All this limits the success in education. Knowing, however, that some school education is better than none at all, the above night schools try to counteract the faults of the system by means of all facilities each one of them can provide.

The Cape Night School Association has already taken the form of a great school organization with its 247 teachers and 1075 African pupils. Its schools are well housed in the premises of primary schools, excepting Sea Point Night School which is still sorely pressed for space so that only half of the enrolled pupils can find accommodation.

The changing of teachers every night in a week, the fact that both teachers and pupils have to overcome tiredness after a day's work, are naturally obstacles to systematic work and partly account for the

low average attendance, which is slightly less than half of the total enrolment. The Association, however, has counteracted these obstacles with the provision of a special syllabus to be used by all teachers; and the interest and good will of the teaching staff, although many of them have no teacher's qualifications, remedy the deficiencies of organization. In fact, every year pupils of the schools pass public examinations, some achieving a high standard. The Chairman's Report on the 1954 examination results reads:-

"The results at St Mark's in Std VI and Std VIII were very good and also those at Langa Senior in Std VI. In both schools there were pupils who qualified for their certificates and one pupil is known to have received distinction." (1)

The instruction, however, made available to hundreds of illiterate and poorly educated people is of greater practical importance than success in examination.

The other four private night schools, (viz. Athlone Methodist, Diocesan College, Rosebank Methodist and Gardens Presbyterian Night Schools) are still very small and independent enterprises, where the good will of the teachers and the intensely personal contact between teachers and pupils count foremost. These factors mainly account for the high attendance at school.

The present state of the schools is promising, but one has doubts about their future, with the exception of the Diocesan College School which is run in a particular way and for particular aims different from those of the other schools. I feel, therefore, that they

(1) CAPE NON-EUROPEAN NIGHT SCHOOL ASSOCIATION, "Chairman's Report"-
Annual General Meeting, 16th May, 1954. - page 4.-
CENTRAL OFFICE, 40 Castle Street - CAPE TOWN, 1954.

should join their work to that of the Cape Non-European Night School Association in order to reach more stability for the future.

Co-ordination of all forces is always a better guarantee for existence and for success, according to the Roman saying : - "Vis unita fortior".

On the other hand, the good work done by all night schools is based on private and personal initiative which may be diminished by organization and with it, the amount of work done. At least, then, there should be an interchange of view points between the Association and the other schools, which so far is lacking.

Finally, on the matter of fees and other financial charges of the Africans, I approve of the system adopted by the schools where some contribution is made by the pupils. The Association, for instance, since 1954 has adopted the new policy of making pupils buy their own text-books. All admit that this share taken by the Africans in their education increases their sense of responsibility and their appreciation of the instruction received.

In conclusion, I think that the night schools for adult education are necessarily a short term solution. The aim should be for all African children to receive basic education, and the need for night schools will then probably fall away. Meanwhile their work is essential.

Summary of the main data

Pupils	1249
Teachers	340
Schools	13
Expenditure £1101 (1953, for the Association's schools.)	

Summary of
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N.U.S.A.S. RESEARCH COUNCIL, UNIVERSITY OF CAPE TOWN, "Report:
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1952. - pages 1-2.-
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of Education. - Chapter II, para.10 - U.G. No.35/1945.-
THE GOVERNMENT PRINTER - PRETORIA, 1946.

UNION OF SOUTH AFRICA "Higher Education Act No.30 of 1923" Section 2 -
THE GOVERNMENT PRINTER - PRETORIA, 1923.

SECTION VII

CORRESPONDENCE COLLEGES.

A Correspondence College may be defined broadly as "an educational institution which imparts, by means of the post, instruction on particular subjects mainly in order that certificates and/or degrees may ultimately be attained after the necessary examination have been passed." The Correspondence Colleges, particularly characteristic of modern society, are designed primarily to meet the needs of students who have no other facilities for organised instruction and for whom attendance at recognised classes or public institutions is an impossibility. The Committee of Enquiry on Adult Education in South Africa states in its report:-

"The Committee is of the opinion that a correspondence course offers possibilities as a means of instruction in a national system of adult education. It is one of the comparatively few methods for continued formal education for adults who have complied with the requirements of compulsory education, are in employment and do not continue as full-time students." (1)

The aims of correspondence colleges are, therefore, to extend professional knowledge and to provide an opportunity for further study and general cultural development. In regard to the Africans of this survey the correspondence colleges are exclusively a means "to gain a certificate with the hope of promotion". (ibidem, page 32).

The correspondence colleges are private independent institutions open indiscriminately to persons of all racial groups.

There are 5 institutions providing correspondence courses that have head offices in Cape Town, viz. the University of South Africa -

(1) UNION OF SOUTH AFRICA, "Adult Education in South Africa" - Report by a Committee of Enquiry appointed by the Minister of Education. - Chapter IV, para.65. - THE GOVERNMENT PRINTER - PRETORIA, 1945-6.

Division of External Studies, the Cape Town Technical College Correspondence Department, the College of Commerce, the Union College and the International Correspondence Schools.

The University of South Africa (1) from 1918 until 1951 was a federal university consisting of several constituent university colleges. There were originally 6 in number, viz. Grey University College, Bloemfontein; Huguenot University College, Wellington; Natal University College, Pietermaritzburg; Rhodes University College, Grahamstown; Transvaal University College, Pretoria; and the University College of Johannesburg.

In 1946 a Division of External Studies was established. In the course of time all the above university colleges became independent universities, the last being Rhodes in 1951. In that year the University of South Africa was reconstituted and, since then, its function is to examine and award degrees to students not in attendance at any other university and to supply tuition, through the Division of External Studies, to students who desire to avail themselves of it. The university grants degrees in its various faculties.

The government and executive authority of the university are vested in the Council and the administrative headquarters are situated in Pretoria. A Commissioner for Cape Town is appointed to deal with African applicants.

The Cape Town Technical College Correspondence Department (2) conducts correspondence courses for the following certificates:-

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- (1) UNIVERSITY OF SOUTH AFRICA, "Calendar 1955" - Introduction, pages 13 - 16. - Published by the UNIVERSITY - PRETORIA, 1955.
 - (2) THE CAPE TECHNICAL COLLEGE - CAPE TOWN, "Prospectus of Correspondence Courses". - Longmarket Street, CAPE TOWN.

National Junior Certificate
 National Senior Certificate
 Matriculation Exemption Certificate
 National Diploma of Commerce
 Diploma of the Institute of Administration of
 Commerce
 Shorthand and Typing
 Special Language Courses in Afrikaans and Xhosa

Whenever possible, the College tries to do without text-books, the courses being issued in comprehensive form; but when text-books are needed to supplement lesson notes, they are available on loan from the Correspondence Department. No charge beyond postage is made for this service.

- The College of Commerce (1) offers the following courses:

Secretarial
 Banking
 Law
 Accountancy
 Cost Accountancy
 Bookkeeping
 Business and General
 Matriculation

The College awards its own diplomas, or the students are registered for government examinations. Many of the courses are given in both official languages. Personal assistance is always given by the principals and the tutorial staffs. No text-books are required.

-The Union College (2) whose main office is in Johannesburg, has in Cape Town an Education Consultant who receives applications, assists the students, and also visits them at their homes.

The college conducts over 300 home-study courses in commercial, technical, and professional subjects as well as in the arts and sciences.

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- (1) THE COLLEGE OF COMMERCE, "Behind the curtain - your future!"
 Mosenthals Building, 39 Roeland Street, CAPE TOWN.
 (2) UNION COLLEGE, "Careers Handbook" - 138, Marshall Street,
 JOHANNESBURG.

Particular mention must be made of the course in Police Promotion, which includes general knowledge. Formerly, promotion for Africans in the Police Force depended on meritorious service, but lately the Government has decided to promote on qualification through examinations as is the case for Europeans and for Non-Europeans other than Africans.

Instruction is mostly given in both official languages. No text-books are required. One characteristic of the college is "its guarantee to continue tuition, without further payment, once the original fee has been paid, until the examination is passed." (1)

- The International Correspondence Schools (2) offer about 400 standard courses to prepare candidates for commercial, technical, professional, educational and civil service examinations. I was told by the Registrar of the college that African students usually take commercial training, or general education and university courses.

In all the above colleges, the fees apply equally to all students of whatever racial group. Fees range according to subjects and courses, from a minimum £12 to a maximum £19 per annum for secondary standards and from a minimum £19 to a maximum £60 per annum for university courses.

On inquiring into these institutions it has not been possible to go into as many details as for the other schools of my survey. Only scanty information could be provided by the head officers of the colleges. Excepting the Technical College Correspondence Department, which afforded the same details as those for the Technical School, all others were unable to give figures on sex, marital status, and home language of their students.

(1) UNION COLLEGE, "Careers Handbook" - page 10, - 138, Marshall Street, JOHANNESBURG.

(2) INTERNATIONAL CORRESPONDENCE SCHOOLS, "The General Prospectus of the I.C.S.". - International Building, Kingsway, LONDON, W.C.2 -

TABLE XLVI

Classification of African Students by Course
of Instruction, June 1954.

Name of College	Course of Instruction							Total
	J.C.	S.C.	Attor- ney's Ad- mission	Book keep- ing	Police promo- tion	B.A.	L.A.	
University of S.A.	-	-	-	-	-	7	-	7
Technical College	12	5	-	-	-	-	-	17
College of Commerce	-	9	3	1	-	-	-	13
Union College	179	54	-	2	25	18	1	279
International Corr. Schools	49	26	-	-	-	-	-	75
Total	240	94	3	3	25	25	1	391

Some of the figures of the above Table are of great interest. The total of 391 african students is comparatively high for Cape Town. Of these, 26 students take university courses and may be compared with the 25 students of the University of Cape Town; a total of 334 students follow correspondence courses for Junior and Senior Certificates, to be compared with the 398 pupils of Langa High School and with 18 pupils of the Technical College evening classes.

The Union College and the International Correspondence Schools have the majority of applicants because they provide tuition in many more courses than the other colleges; moreover, most of the students join the Union College because once having paid the fee, they can continue their courses without further payment until they pass their examinations. (See page 148 above)

The average age of the students was given by all colleges as 25-30 years, which corresponds with the averages of all the other schools

for adult education.

General Observations.

The correspondence colleges are important institutions for the education of the African adults who, for one reason or another, are debarred from formal education in other schools. It is true that that part of education which is created by the school environment and discipline is missing altogether. Yet the fact that the student has to follow faithfully a postal course, constitutes in itself a highly disciplinary training. The individual student is not left entirely by himself, for not only are the courses prepared by specialists tutors intimately acquainted with the aims and requirements of the examinations, but in most cases the student is personally advised by the commissioners or other members of the colleges. In this way students save themselves much unprofitable reading and can be guided along correct lines of study with good prospects of ultimate success.

In fact, the commissioners of the Union College and of the University of South Africa informed me that several African teachers of primary and secondary schools were ex-students of the colleges. This was confirmed by the teachers themselves in the schools of my survey. The same was said of the students taking university courses, the majority of whom succeed finally in their efforts although they usually take from 4 to 6 years to qualify for a bachelor's degree, the main reason being that they have both to work for a living and to study at home.

I was surprised to find such a large number of African students registered at correspondence colleges although tuition fees are probably heavy for most of them. This confirms the usefulness of correspondence colleges for persons in the position in which Africans usually find themselves, and illustrates the deep appreciation Africans have of education.

Summary of References.

CAPE TECHNICAL COLLEGE (THE) - CAPE TOWN, "Prospectus of Correspondence Courses". - Longmarket Street, CAPE TOWN.

COLLEGE OF COMMERCE (THE), "Behind the curtain-your future!" Mosenthals Building, 39 Roeland Street, CAPE TOWN.

INTERNATIONAL CORRESPONDENCE SCHOOLS, "The General Prospectus of the I.C.S." International Building, Kingsway, LONDON, W.C.2-

UNION COLLEGE, "Careers Handbook". - 138 Marshall Street, JOHANNESBURG.-

UNION OF SOUTH AFRICA, "Adult Education in South Africa". - Report by a Committee of Enquiry appointed by the Minister of Education. - Chapter IV, para.65, - THE GOVERNMENT PRINTER - PRETORIA, 1945-6.

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PART III

CONCLUSION

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SECTION I

PANORAMIC VIEW.

The information of this section is a summary of the main data of the combined schools surveyed.

TABLE XLVII

Classification of Institutions by Number of Schools, Buildings, Pupils and Teachers in June 1954.

Name of Institution	Schools	Buildings	Pupils	Teachers
Nursery Schools	3	3	215	6
Primary Schools	12	28	3583	81
Secondary Schools	1	2	388	14
Special Schools	1	4	157	16
University	1	-	25	-
Technical College	1	4	35	-
Night Schools	13	13	1299	340
Correspondence Colleges	5	-	391	-
Total	37	54	6103	457

To the figures of the primary schools of the above Table have been added those of Rylands Methodist Primary School. The total of pupils attending Night Schools include the 50 pupils of the Docks Compound Night School. The number of teachers of the Technical College, and of both teachers and buildings of the University and Correspondence Colleges, have for obvious reasons, been omitted. In fact, the Correspondence Colleges have no school buildings or teachers; and the number of teachers of the University and Technical College and of buildings of the University could not be taken into account owing to

the few Africans enrolled at these two institutions.

The largest group of pupils are found in Primary and Night Schools and show that school education of Africans in Cape Town is mostly a question of primary schooling. This statement is confirmed by the following analysis. See also Diagram VI on page 155.

TABLE XLVIII

Classification of Pupils by Course of Instruction.

Course of Instruction	Pupils
Nursery School education	215
Lower Primary (Sub-stds to Std II)	2998
Higher Primary (Std III to Std VI)	1826
Secondary Courses	1013
University Courses	51
TOTAL	6103

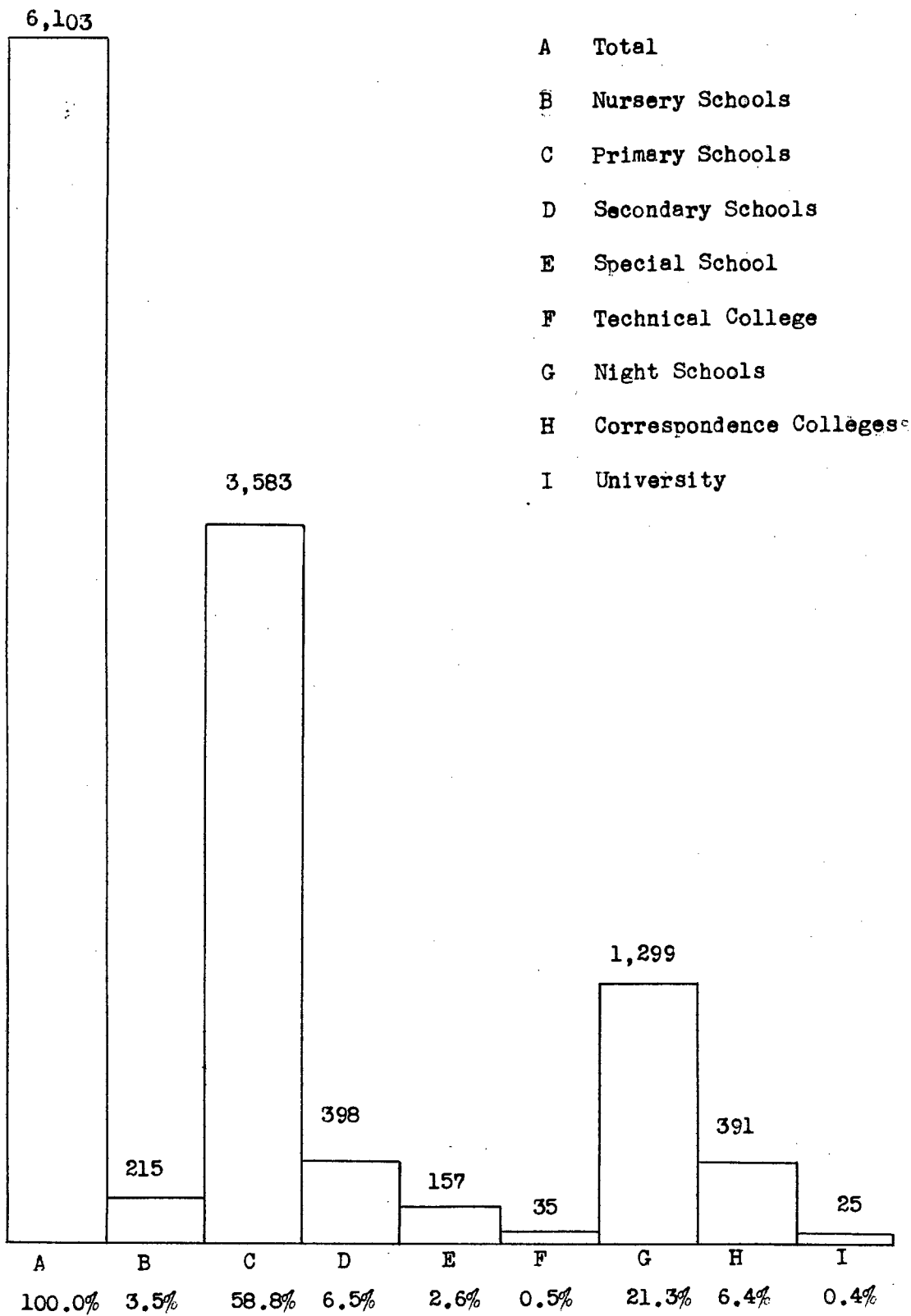
The above Table shows the total number of pupils from all institutions of the survey who take the same courses. Out of 6103 pupils almost four-fifths, viz. 4824, are pupils of primary standards. Nearly one-sixth take secondary courses.

The ages of the pupils at the different institutions may be summarized as follows:-

- (a) Age-Group. Only this was adopted for creches and Nursery Schools. The ages of the pupils range from 9 months to 5 years.
- (b) Median age. This was chosen for primary and secondary schools. The median age in primary schools is:
 - Lower primary, 7.87 in Sub-A and 11.24 in Std II.
 - Higher Primary, 12.27 in Std II and 15.36

DIAGRAM VI

Total of Africans in Educational Institutions in Cape
Town, June 1954



in Std VI.

-Secondary (High), 16.50 in Std VII and
19.0 in Std X.

(c) Average age, adopted for the other institutions:

The average ages of the students are as follows:

Technical College	23.4
University	26.6
Night Schools	27.7
Correspondence Colleges	27.5

The ages of the School for the Deaf, Wittebome, are not given in this summary owing to the special character of that school.

The following information on home language and marital status are incomplete because the figures for all adult pupils were not available. (See pages 131-133, 140-141 and 149 of my thesis)

The home language distribution of the pupils of all institutions is as follows:-

Xhosa	4483
Sotho	237
Tswana	146
Others	132
Total	4998
Not given	1105
General total	6103

From the above figures we know that 4483 Xhosa are 89.7 per cent of 4998 pupils whose home language is known.

The figures for marital status could be found only for 653 adult students out of 1750 students of the University, Technical College, Night Schools and Correspondence Colleges. The marital status distribution of the students is as follows:-

Not married	452
Married	193
Widow	8
Total	653
Not given	1097
General Total	1750

The figures relating to expenditure were available for the Nursery Schools, Primary and Secondary Schools, Night Schools of the Cape Non-European Night School Association and School for the Deaf. The following figures are those for the financial year 1953-54, and include all expenses on rent, salaries of teachers and staffs, books, general maintenance, etc.

Nursery Schools	£ 3431
Primary and Secondary Schools	31068
Night Schools of the Association	1101
School for the Deaf	13985
Total	49585

As I was told by the Principals and Managers the above amounts of money represent approximately the annual average expenditure of the institutions.

SECTION II

GENERAL OBSERVATIONS AND CRITICISM.

In the introduction I discussed the specific aim of this survey and said that it was: first, to find out what educational institutions are available in Cape Town for Africans, and second, to find out to what extent the existing schools are utilized by the Africans. In addition I pointed out a third aim of the survey.

On page 4:

"The survey also considers the broader question of school education for Africans, which has become at present one of the major problems of the whole country together with the social and political re-organization of the Bantu community. To re-organize socially is first of all to re-organize mentally, a task which is proper of education in general and of school education in particular."

And on page 5:

"This survey therefore, although limited to a small area, may contribute to other studies and inquiries on Bantu education by showing the state and needs of African schools in Cape Town, which reflect to a certain extent the state and needs of African school education in the whole country."

Having ascertained the present state of all educational institutions for Africans in Cape Town, one may legitimately ask three questions:-

First, is the school-system studied in this survey suitable, efficient and consequently really beneficial to the Africans both as individuals and as citizens?

Second, if there are faults and drawbacks in that system, what improvements could be suggested for a better re-organization of the schools?

Third, as the Government of the country has re-organized African School Education, what are the advantages and disadvantages of this new policy as established by the Bantu Education Act of 1953?

Criticisms and suggestions have already been made in Part II, where each type of educational institution has been discussed. In this section the above three questions are considered mainly in regard to the school situation in general and are dealt with as follows:-

- A. Criticism of the present school-system.
- B. Suggestions for the school-system re-organization.
- C. Bantu Education Act 1953.

A. CRITICISM OF THE PRESENT SCHOOL-SYSTEM.

The Commission on Native Education of 1949-1951 (1) makes in its Report detailed remarks on both general and particular aspects of the native schools of the whole Union. In the following discussion I give a summary of the main points of criticism of the Commission, whose sequence I shall follow in making the criticism of the schools of my survey.

The Commission's Report reads:-

"Your Commission has been strongly impressed by the fact that the present Bantu schools to a large extent fail in purpose both educationally and socially. We are of the opinion that this relative inefficiency is not attributable chiefly to the syllabi of the different provinces, but rather to certain factors which are to a large measure beyond the control of the Education Departments concerned". (para.630)

(1) UNION OF SOUTH AFRICA, "Report of the Commission on Native Education 1949 - 1951" - paras.630 - 753 -. THE GOVERNMENT PRINTER - PRETORIA, 1951.

See also:-

A.B. HARTSHORNE, "Native Education in the Union of South Africa"- A Summary of the Report of the Commission on Native Education - U.G.53/1951." - pages 12 - 23. - SOUTH AFRICAN INSTITUTE OF RACE RELATIONS - JOHANNESBURG, 1953.

The Report enumerates many factors which contribute to this partial failure of school education.

The Commission feels that the urge to attend school is not equally strong among the different groups of the Bantu population; there are still many who are not "school conscious". As school education is not compulsory, everything depends on the interest the child takes in the school and on the understanding of the parents, who best of all appreciate the economic value of education. In regard to the "intelligentsia of the Bantu population", namely teachers, clergymen, evangelists, policemen, clerks, etc., (who are fairly well employed because they are educated) it can be said that, generally, they tend to send their children to school and keep them there as long as possible.

Other factors account particularly for the poor attendance, early school leaving and poor progress of the African pupil, viz:-

- (a) Ignorance and lack of interest on the part of the Bantu parents.
- (b) The poor accommodation and lack of furniture in the school.
- (c) The disproportionately large beginners' classes.
- (d) Difficulty of the child who finds himself in a foreign atmosphere where he is instructed often in a language he does not understand well.
- (e) Faults of the teacher when he is too formal and adopts a dull way of teaching and lacks in understanding the children, in keeping discipline, and in understanding the real objectives of education. (paras. 636 - 645)

Moreover, "in great many schools (the syllabi) are not carried out as the department intends. This state of affairs arises from a great many factors: use of unqualified teachers, laziness, the pressure which is exerted, especially by the community, to obtain good results in Std VI examination, the very large classes often encountered in the sub-standards, the heavy teaching burden represented by two or three classes, the general attitude of the Bantu that a certificate in hand is worth more than the intangibles of general education, insufficient inspection and lack of refresher courses, etc." (para. 646)

The Commission has also criticised certain schools. Some of its criticism has been already quoted in Part II of my thesis. I prefer

therefore, to quote the general conclusions of "the mass of criticism" which the Commission made on the various aspects of Bantu education.

- (a) Bantu education is not an integral part of a plan of socio-economic development;
- (b) Bantu education in itself has no organic unity; it is split into a bewildering number of different agencies and is not planned;
- (c) Bantu education is conducted without the active participation of the Bantu as a people, either locally or on a wider basis;
- (d) Bantu education is financed in such a way that it achieves a minimum of educational effect on the Bantu community and planning is made virtually impossible." (para. 752)

And finally, the following points are also felt to be of considerable importance:-

- (a) The inadequacy of the present system of inspection and supervision.
- (b) The failure to couple vocational education with economic development.
- (c) The inadequacy of the measures taken to combat the problem of early elimination from the school.
- (d) The inadequate functioning of teachers in schemes of Bantu development. (para. 753)

If, however, one considers the type and number of educational institutions existing in Cape Town, one is forced to admit that the Africans are fairly well served in regard to school education. In the last few years, namely, from 1951, when the Commission's survey had already been completed, a number of new schools were opened; viz. the 3 nursery schools, 4 primary schools and 7 night schools. This increase corresponds to the need and demand for African education and shows that "school consciousness" is certainly greater in Cape Town than in other parts of the Union. Furthermore, it is easier for the Africans living in urban areas than for those living in rural areas, to understand the advantages brought by the school.

The institutions I surveyed are efficiently run within their present ambit. I mention particularly the primary and secondary schools,

where the staffs are qualified, the syllabi prescribed are followed, inspection is regularly held, and accommodation and furniture are generally good.

There are, however, defects in the present state of the schools surveyed, in regard, (a) to certain types of institutions and (b) to the general system.

(a) This survey has showed that in Cape Town as well as in the whole country, African education is mostly a matter of primary schooling, and only partially of secondary education. In Cape Town, primary and secondary schools are numerically insufficient. The present schools are fully utilized and yet almost 50 per cent of the children are not in educational institutions at all. It is impossible to decide, therefore, whether absence from school is due either to an insufficient desire for education, or because of lack of the necessary facilities, or both.

Retardation in the schools of Cape Town is less than in the other schools of the Cape Province, but this process has been due to the higher incidence of early school leaving. My statistics have shown that the pupils in the higher primary classes are reduced by half the number of pupils in lower primary standards.

Secondary education of children of school-age is limited to Langa High School; the few others who take secondary courses at the technical college are part-time adult students. In addition, at Langa High School only a handful reach Std X. Quite a few who would like to and could take training courses, cannot because there is no teacher-training school for Africans in Cape Town.

The university may be considered, as far as Africans are concerned, as an institution for the privileged. The majority of the 25 African University students (of whom only 9 come from Cape Town and 2 from the Cape Peninsula) receive grants and burseries for their education. As a school for the learning of some trade the technical college is not available for Africans, who may only attend commercial

classes to obtain Junior or Senior Certificates or their equivalent.

(b) One of the greatest faults of the present school system is, according to the Commission, that Bantu education has no organic unity because "it is split into a bewildering number of different agencies". (para. 752 b) This is true, also, of Cape Town. But diversity of agency does not necessarily cause organic disunity. The fact that there are many different school-agencies is not in itself detrimental to education provided that there is among the different institutions a common background of cultural and educational principles, of syllabi, of direct or indirect supervision, etc. As our European school system is conducted along these lines and is efficient enough, the Commission's criticism on this point lacks substance in my opinion.

The major impediment to a greater school efficiency seems to lie in the fact that Bantu school education is not conducted with the active co-operation of the Africans as a people. They have accepted, almost passively, the schools we have made for them, our syllabi and rules mainly because they find it financially beneficial to be instructed in our western ways. But the instruction and education received is still something which the Bantu, as a people, regard as alien, it has not been fully assimilated and combined with the educational principles of their own culture. The very medium of instruction (mainly one or other of the two official languages) undoubtedly makes them regard our schooling as "foreign"

In addition, the African people do not carry the burden of education expenses as they are not in the position of financing their own schools. None of the schools of my survey are financed by the Africans. Consequent upon this is a lack of appreciation and responsibility. "Responsibility and money", they say in Italy "abide in the same house". In this connection I think that the Commission is right in considering as a barrier to a substantial development of the African people both culturally and socially, the fact that "Bantu education is not an integral

part of a plan of socio-economic development". (para. 752, a)

At present "the war of the African schools" has been waged between the Government and other bodies, mostly Churches, in regard to the re-organization of African school education. Both sides agree on the following three points:-

- (a) The demand exceeds the existing educational institutions which, as a whole, are inadequate both in number and in quality, so that they are not as efficient and beneficial to the African Community as they should be.
- (b) Although the schools have made visible progress in recent years, nevertheless their progress is too slow and limited.
- (c) Better provisions, must therefore be made to improve African education by putting it on a more solid and nation-wide basis.

B. SUGGESTIONS FOR THE SCHOOL-SYSTEM RE-ORGANIZATION.

In order to counteract the shortcomings of the present system, suggestions have been made for its re-organization. We can say that all those who are interested in the education of the Africans have one aim in common, viz. the cultural development of the Africans as individuals and as a social group. It is in regard to the means of achieving that aim that differences of opinion arise.

It is acknowledged that the Africans need our school education but imparted in such a way as to improve the Africans' cultural heritage and not to destroy and replace it with our western culture. It is felt that

"the march of events and the staggering power and glitter of western culture have tended to make the educated Bantu despise their own culture." (1)

(1) UNION OF SOUTH AFRICA, "Report of the Commission on Native Education, 1949 - 1951". - para. 763 - U.G. 53/1951.
THE GOVERNMENT PRINTER, PRETORIA.

Our western culture, instead, should be built on the culture of the Africans and be adapted to them as far as possible so that the Africans become educated without ceasing to be Africans. Even the emphasis put by the Government Authorities on calling the Africans "Bantu" has this cultural implication.

However, although the common aim is the education of the Africans while letting them remain themselves, nevertheless particular stress is laid by the government authorities on making the Africans "truly Bantu" on the one hand, and by the Churches on making the Bantu "truly Christians" on the other.

The policy of the government authorities is quite clear. The Report of the Commission on Native Education (1) states inter alia in regard to the aims of Bantu education:-

- "(a) From the viewpoint of the whole society the aim of Bantu education is the development of a modern progressive culture, with social institutions which will be in harmony with one another and with the evolving conditions of life to be met in South Africa, and with the schools which must serve as effective agents in this process of development.
- (b) From the viewpoint of the individual the aims of Bantu education are the development of the character and intellect, and the equipping of the child for his future work in South Africa.

To harmonize the individual and social viewpoints as stated above it is essential to consider the language of the pupil, their home conditions, their social and mental environment, their cultural traits and their future position and work in South Africa".

(para. 765)

Having stated the aims, the Commission passes to give guiding principles which may contribute to the realization of the aims themselves. Briefly, the Commission suggests that education must be broadly conceived

(1) UNION OF SOUTH AFRICA, "Report of the Commission on Native Education, 1949 - 1951". - paras. 765-766 - U.G. 53/1951.
THE GOVERNMENT PRINTER - PRETORIA, 1951.

and organized effectively to provide both schools and social institutions, in harmony with each other, with a definite Christian character and orientation; there must be co-ordination of planning, budgeting and administration for the development of educational and social institutions; increased emphasis should be laid on mass education of the Bantu so that they can co-operate in the evolution of new institutions; steps must be taken to produce literature in the Bantu languages; the mother tongue should be used at least in the primary schools and Bantu personnel employed to the maximum extent. (para. 766, a-j) The Commission ends the long list with the following statement:-

"The schools should provide for the maximum development of the Bantu individual, mentally, morally and spiritually".
(para. 766, k)

I think that the above aims and principles are on the whole sound and every effort should be made to that end. Thus, for instance, the mother tongue should be adopted as medium of instruction with a consequent creation of a Bantu literature; there should be wider employment of well-trained Bantu-teachers, compulsory instruction, re-organization of the school system, academically and economically, so that all types of institutions, from nursery schools to universities, exist and that all stages of school education are attainable by the Africans.

These concepts are not new but known to all countries which have to control the education of Natives. To quote an example, as far back as 1922, the Minister of the Colonies for the Belgian Congo established a Commission which laid down a certain number of principles for the instruction of the great mass of natives. Two of these are:-

- "(a) Necessité d'adapter les programmes et les méthodes au milieu indigène.
- (b) Préférence à donner à l'enseignement en langue indigène,

l'enseignement en français étant l'exception." (1)

How far and how soon new plans for school reform may be applied and fully carried out depends, naturally, on the general development of the community. The Commission on Native Education always wisely points out that the new large reform of Bantu school education depends on the Development Plan.

"Before a satisfactory plan for Bantu education can be formulated there must be a plan for Bantu development, which makes due allowance for all matters which are bound up with this development and emanate therefrom. Education is but one of a number of important social agencies which must of all play their particular parts.... Such a plan of development should comply with the following:-

- (i) It should be detailed and worked out in terms of annual expenditure over a number of years,
- (ii) It should be comprehensive and cover all phases of Bantu life in South Africa". (para. 782)

Such a plan will obviously take years before it works in full. Meanwhile the Bantu students are to be taught in schools other than Bantu or Government, if their own institutions cannot provide them with the instruction they need. Thus the Report of the Commission reads in connection with University education:-

"Bantu students who wish to study subjects for which their own institutions do not yet make provisions should temporarily be provided with the necessary training facilities in conjunction with European institutions within the Union of South Africa." (para. 959, b)

Then and if the development plan is carried out properly, it cannot fail to bring great benefit to the Bantu and, in particular, to their education. By that time, for instance, the University of Cape Town will not perhaps be any longer a place for a privileged handful of African students only; perhaps at the Technical College Africans will not be part-time adult students in the commercial classes only but will be enrolled also for trade classes, because the plan's provisions lay special emphasis upon vocational school training.

(1) J. VANHOVE, "L'Oeuvre d'Education au Congo Belge et au Ruanda-Brundi"- page 753. - EDITIONS BIELEVELD, BRUXELLES, 1953.

The Churches and other educational bodies agree to the development plans as a whole. However, there is disagreement between them and the State on how the plan, in regard to Bantu education, can be "carried out properly" (page 16). While statesmen and parliamentarians have been mainly concerned with the financing of Bantu education in their debates, the Churches have taken their stand against the policy of the Government principally on educational, social and spiritual grounds.

The Churches are mentioned in particular, because they have been affected by the new legislation much more than all the other private educational bodies as almost all the State-aided schools are mission schools.

The following analysis deals with the State-Church controversy.

C. BANTU EDUCATION ACT 1953.

The future of African education has been decided by the Bantu Education Act (No.47 of 1953) which has largely followed the recommendations of the Commission on Native Education (1949 - 1951). A summary of the main provisions of the Act have been given in Part I, Section II, and more details are found at the end of this thesis in Appendix I.

Under the Act full control of Bantu education is vested in the Government through the Native Affairs Department. Primary, secondary and training schools fall under the provisions of the Act which provides for Bantu Community Schools, Government Bantu Schools and State-aided schools, these being at the discretion of the Minister of Native Affairs in regard to their establishment, existence and the granting of any aid.

Soon after the promulgation of the Act, all the agencies running State-aided Native schools were invited to hand them over to the government by the 1st April 1954, on the understanding that those who would not, would have their grant reduced, first to 75 per cent of what it had been, and finally, would receive no assistance whatsoever. The Government's

decision stimulated heated controversy which was waged in newspapers and magazines, meetings of the Churches and by memoranda sent to the Minister.

On the 1st April 1954, the majority of the Churches handed over their schools to the Government on the ground that they could not run the schools without the Government's full financial help. The Roman Catholic Church has kept the control of its own schools; as did the Seventh Day Adventists who, however, run only private Native Schools. Some groups of the Anglican Church in the Transvaal preferred to close their schools than to hand them over to the Government.

The Government, whose policy is sanctioned by the Act of 1953, emphasizes the significance and value of social education; i.e. the spreading of instruction amongst the mass of the Bantu to be achieved by unity of school control exercised by the central authority. The assumption is that because the greatest power to provide for the welfare of the people resides in the Government, the Government should have the greatest responsibility.

This theory is reinforced by the economic factor, viz. the State finances the schools and has, therefore, the right of their full control. Underlying this factor, however, and the whole policy of the Government, there is the principle that the Africans have to be led to share responsibility for their own education.

The Churches put the greatest emphasis on the education of the people as individuals, who come first, while society comes second. Man has the full right and freedom, inherent in his nature, to his own education and the Churches claim for themselves the right, inherent in their own mission, to teach man and claim the divine right to impart Christian education.

For the purpose of this work it is sufficient to have given a

summary of the theories which are behind the dispute between the Government and the Churches, and I do not think it necessary to make a philosophical analysis of them. We know that on both sides there is good will to improve the educational facilities of the Bantu; on both sides there are good points and drawbacks about the system which each of them claim should be followed. I shall, therefore, only record objectively some of the advantages and disadvantages which seem to be on each side.

There are three possibilities in the system of school control, viz.

- (a) The State System.
- (b) The Church (and private School Board) system.
- (c) The State and Church system.

(a) The State System:-

This implies full control by the state. Its most obvious advantage is that, through greater centralization, school education becomes more uniform. There is better control of content and of approach to the subjects taught, and State inspectors would not be interfered with and would know better what is taught and how instruction is imparted. Consequently, low standards of teaching could be more easily eliminated. Moreover, more stable and adequate financial support would be secured.

Against the above advantages there is the danger of monopolizing education, which may lead to poor teaching in so far that many good teachers would not accept work under State restrictions. Moreover, owing to a red-tape administration, there may be opportunity for forgetting to adapt to the schools the different needs of different parts of the country; the loss of co-operation from Churches and free agencies may restrict the educational provisions of the country because many times the Churches and other agencies can achieve what the State alone cannot, and the country may be without that healthy school tradition often found in

church or private institutions but very seldom in State schools; in addition, Christian education and morality instilled in State Schools is not comparable with that of Church schools. Finally, it is even doubtful whether the schools will have a sound financial co-operation of the State.

(b) The Church System:-

This means extension of Church (and private school Board) school-control. It safeguards freedom of school education in so far that people are free to go to church schools if they want to. Church teaching, moreover, may be more economic because the Churches usually give more than they are paid for, and is normally done in a more intimate manner with a greater personal contact of staff and pupils which can be of great benefit; in consequence, a higher standard of education may be obtained when instruction is more personally imparted.

Some of the main disadvantages of this system are the following: at church schools the teachers are not always qualified and this leads to a low standard of teaching; sometimes a philosophy of life is applied to Africans which tends to create desires that cannot be fulfilled, and this may cause unrest; finally, Church schools normally have financial difficulties in keeping good standards.

(c) The State and Church System:-

This is the traditional "middle way". It can be good and very efficient when it is based on true co-operation, but not very effective if it depends on compromise.

The principles suggested by this system would be as follows:-

- (i) State schools and Church schools should be left to live side by side.
- (ii) Successful school education would be reached through the supervision of the State and its control in

determining the curricula and public examinations for all schools, and through the co-operation of the Church (or other bodies) with the State.

(iii) A healthy competition, then, would arise between State schools and Church Schools, leading to better educational results.

(iv) While the existing State and Church schools continue, let the State provide other schools under its control for the large number of Africans who cannot be catered for because of shortage of educational institutions.

This system claims to combine the advantages of the above two systems and to reduce their shortcomings.

On the one hand, the school controlled by the State would bring about the necessary uniformity of curricula; it would secure a more efficient and stable financing of education, and would facilitate active participation in education control and administration by the Africans themselves, which is a condition "sine qua non" if the Africans eventually have to arrive, from their present precarious stage to a stage of definite stability in school education.

On the other hand, the co-operation of the Church, as well as of 'other agencies', would relieve the State in coping with such a vast and important task. In particular, the co-operation of the Church would help largely "to provide adequate schools with a definite Christian character" and to provide "for the maximum development of the Bantu individual, mentally, morally and spiritually" as the Commission on Native Education writes in its Report. (Para. 766, a, k)

The State or the Church alone could not possibly succeed in their efforts because they have powers and capacities which are proper for each of them and may be complementary.

This system has worked and found to be sound in many countries confronted with Native education. For instance, the Cape Argus, a local newspaper, reports a statement of an official of the High Commissioner's Office for the three Protectorates (Basutoland, Swaziland and Bechuanaland) on their Native Mission Schools system. It should be noted that the Protectorates are embarked on a large-scale programme of educational expansion; but no change is envisaged in the system in which most Native schooling is undertaken by missions operating with Government grants-in-aid. The Official said:-

"We do not feel our educational system needs the radical changes found necessary elsewhere. Our policy is to continue to work through the missions. It is satisfactory and economical....."

Broadly speaking, we are content with the system as it is now, but we would like to have still more efficiency, further expansion and more technical education". (1)

In Kenya too, where I worked at African schools in the Native Reserves (viz:- Fort-Hall, Nyeri, Meru and Embu Districts) the same mission school system is adopted, with grants-in-aid to recognized schools and approved teachers' salaries paid by the Government. In the reserves the African is provided with a fairly large network of primary and secondary and training schools.

The present unrest, created by the Mau Mau movement, may leave one doubtful about the soundness of the colonial policy in general and of the school system in particular. My opinion is, however, that the education system in Kenya is in itself satisfactorily sound and efficient; and that one of the factors responsible for the present crisis (amongst many others, such as political, religious and

(1) THE CAPE ARGUS, "Protectorates will not change their Native Mission School system". - Page 2. - April 30, 1955.
CAPE TOWN.

racial factors) has been lack of balance between the rapid development of school facilities, specially after the two world wars, and the slow progress in the socio-economic sphere.

In conclusion, I am personally inclined to support the State and Church (or other private organizations) system. It has the advantages of efficient organization under State control and of private enterprise which, if working in close collaboration, may greatly enhance the welfare of the country.

Summary of References.

- CAPE ARGUS (THE), "Protectorates will not change their Native Mission School system". - page 2. - April 30, 1955. - CAPE TOWN.
 - HARTSHORNE, K.B., "Native Education in the Union of South Africa". A Summary of the Report of the Commission on Native Education - U.G. 53 - 1951. pages 12-23. - SOUTH AFRICAN INSTITUTE OF RACE RELATIONS - JOHANNESBURG, 1953.
 - UNION OF SOUTH AFRICA, "Report of the Commission on Native Education 1949-1951". - paras. 630-753. - THE GOVERNMENT PRINTER - PRETORIA, 1951.
 - idem, ibidem, para. 763 -
 - idem, ibidem, paras. 765-766 -
 - VANHOVE, J., "L'Oeuvre d'Education au Congo Belge et au Ruanda-Urundi". page 753. - EDITIONS BIELEVELD - BRUXELLES, 1953.
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METHOD
OF
RESEARCH

Research may be defined as "an inquiry endeavouring to discover facts by scientific study of a subject." (1)

As said in the Introduction to this thesis, the subject of my research to educational institutions and its aim was to find out all the institutions available to and utilized by the Africans in Cape Town. My inquiry therefore had to deal with:-

- (a) the nature, aims and objects of each type of institutions; and
- (b) to discover facts relating to number of Schools, to school-buildings and their conditions, to staffs and pupils, instruction imparted and curricula, and to all other educational facilities provided by the institutions.

In consequence, my research was two-fold. First, all the institutions had to be investigated, so that no sampling procedure would have been necessary; and second, the information collected had to be as reliable as possible. The latter aim could only be achieved by collecting the data on the subject personally; or, when necessary, by consulting officials of the institutions and consulting official books.

I, therefore, conducted my survey along the following lines:-

- (a) Preliminary investigations
- (b) Drawing up of schedules and questionnaires
- (c) Personal inquiry of the schools.

- (a) Preliminary investigations.

It was necessary, first of all, to have an exact idea of the Cape Town municipal area. This was done with the help of Prof. E. Batson who kindly provided maps of the area drawn for previous surveys, made by the Survey Department of the Faculty of Social Science of the University of Cape Town. The same maps were used to draw the map of the schools of my survey which appears on page 25.

(1) OXFORD DICTIONARY.

Three official books were consulted, viz. Educational Statistics 1952, (1) the Official Year Book of the Union of South Africa No.27 - 1952-3 (2) and the Telephone Directory in order to find the names and addresses both of all agencies that have schools and of the individual schools themselves.

A letter was thus addressed to the Heads of the Churches running mission schools. (see Appendix III). Their replies came either by post or by telephone. The Heads of the Churches referred me to the Managers of the schools, who were most helpful; especially Eiru A.M. Scheffler, D.R.C. who also supplied full details of the Feeding Scheme and of its Central Peninsula Committee, of which he is Secretary.

Officials of the Cape Education Department (Accounting Statistics and Native Affairs Sections), of the School Board and the Technical College, secretaries or principals of the Cape Non-European Night School Association, Correspondence Colleges and Nursery Schools all gave the advice and information needed.

At this point, a draft schedule was drawn and a piloting tour of inquiry was made. At least one school from each type of educational institutions was visited in order to test the draft schedule. Later, officials, secretaries and managers were again contacted for discussion on the final drawing of the schedule. A letter was also sent to the principal of Langa High School asking for an appointment on data referred to therein. (See appendix III)

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- (1) Department of PUBLIC EDUCATION, CAPE OF GOOD HOPE- "Educational Statistics 1953" Rempress (PTY) LTD. - CAPE TOWN - 1954.
 - (2) OFFICIAL YEAR BOOK OF THE UNION OF SOUTH AFRICA No.27 - 1952 - 53. THE GOVERNMENT PRINTER - PRETORIA, 1953-4.

(b) Drawing up of Schedules and Questionnaires:-

Three schedules, one basic and two supplementary, and two questionnaires were drawn instead of one schedule only, because it was not possible to obtain the same information from the different types of institutions (See Appendix II for the examples of these schedules)

Schedule No.1

This basic schedule was adopted for nursery, primary and secondary schools and for the school for the deaf.

The schedule was drawn up from examining Tables on educational matter, Reports of the Superintendent-General of Education for the Cape Province, Educational Statistics and Official Year Books of the Union of South Africa. The schedule consists of 3 pages.

Page 1 deals with questions of general character, divided into three sections:-

- The first section concerns the name, address and type of school, subsidization, fees policy, text-books provisions, school feeding, means of transport used by the children living far from school, and building conditions.
- The second section deals with salary of teachers and expenditure. Marginal notes had to be added about the bodies or agencies responsible for the maintenance of the schools.
- The third section touches upon cultural and recreational activities and provisions.

Page 2, first section, deals with the number of teachers, their sex and qualifications.

Pages 2 (the remaining sections) and 3 deal with the pupils; viz. sex, age, home language, enrolment, attendance, medium of instruction, curricula and subjects, retardation in lower primary schools.

The last inquiry deals with the date of the schools' foundation.

Schedules No.1 were filled with information direct from the Quarterly Returns of the Statistics Office of the Cape Education Department, the registers of the schools and the Principals and Staffs. The idea behind this long schedule was to record as much information as possible although some of it might not have been of particular use to the survey.

Schedule No.2

This schedule was used for the night schools of the Cape Non-European Night School Association. It was planned on the advice of the Secretary of the Association. It had to be short and simple as it had to be circulated during classes. The schedule complemented the data given by the Central Office of the Association.

This schedule consists of two sections:-

- The first section deals with the number of "trained teachers". Only this information was asked for because the teaching staff belong to such a wide variety of professions that it would have been useless, for the purpose of this survey, to inquire about other qualifications, if any.
- The second section relates to the pupils concerning their enrolment and attendance, age, sex, marital status and home language.

Other questions were omitted in order not to cast too onerous a burden on the school, for anyone who has been to these schools knows how the principals and teachers struggle to get through the lessons in the short time available for teaching. Moreover, the large number of backward newcomers who are often late for classes, and the irregular attendance would have made it almost impossible to ask for other details in the limited time available for my investigations.

Schedule No.3

This schedule was adopted to investigate other private night schools. These schools are much smaller than those of the Association. This schedule was, therefore, drawn up so as to make it possible to question each individual student. Information was also obtained about the technical college by using the same schedule.

The questionnaires (see Appendix II) were letters posted to the persons concerned.

Questionnaire No.1

This questionnaire was sent to the Secretaries of correspondence colleges. It contains three questions on the General Prospectus of the college, number of students of all the races, and number, age, home language, marital status and curricula of African students from Cape Town.

Questionnaire No.2

This questionnaire was a letter addressed personally to the African students of the University of Cape Town. It had to complete the information given by the Registrar of the University, and contained questions relating to: full-time and part-time courses, fees, grants and bursaries, marital status, home language and accommodation.

(c) Personal inquiry of the schools:

After the final schedule had been drawn, the third part of this survey started. All schools were visited personally while classes were held and the schedules were filled on the spot as stated above.

Photographs were also taken because the conditions of the school-buildings are better portrayed by pictures than by words. Unfortunately I was not able to provide photographs of their interior. For the photographic Documentary, see Plates I-XV at the end.

APPENDICES

Appendix I

1. - BANTU EDUCATION ACT OF 1953

The following are the main points of the Act which relate to the above survey.

ACT NO.47 OF 1953.

To provide for the transfer of the administration and control of native education from the several provincial administrations to the Government of the Union, and for matters incidental thereto.

Section 2. As from the date of commencement of this Act -

- (a) The control of native education shall vest in the Government of the Union subject to the provision of this Act;
- (b) there shall cease to be vested in the executive committee of a province any powers, authorities and functions, and the provincial council of a province shall cease to be competent to make ordinances, in relation to native education;

Section 3:

- (1) It shall be the function of the Department under the direction and control of the Minister, to perform all the work necessary for or incidental to the general administration of native education.
- (2) The Minister may, subject to the laws governing the public service, from time to time appoint such officers and employees as he may deem necessary for the proper performance by the Department of its functions under this Act.

Section 6

- (1) Subject to the provisions of this Act, the Minister may, on such special conditions as he may stipulate and in accordance with such general principles as he may determine in consultation with the Minister of Finance out of moneys appropriated or set aside by Parliament for native education:-
 - (a) subsidize any Bantu school established or maintained by any Bantu authority, or any native council, tribe or community (herein after called a Bantu community school) or
 - (b) assist in the establishment or maintenance of any such school
- (2) The Minister may, in his discretion, at any time suspend, reduce, or withdraw any subsidy or assistance granted to any such school under this section.

Section 7

- (1) The Minister may, out of moneys appropriated or set aside by Parliament for native education:-
 - (a) establish and maintain Bantu schools which shall be known as Government Bantu schools
 - (b) establish and maintain any hostel, teachers' quarters, school clinic, or any other accessory to a Government Bantu school.
- (2) Every native school or accessory thereto which was established and maintained by a provincial administration and which is in existence on the date of commencement of this Act, shall, as from that date, be deemed to have been established in terms of sub-section (1) as a Government Bantu school or as an accessory to a Government school.
- (3) The Minister may at any time, when ever he considers it expedient to do so, close or disestablish any such Government Bantu school, hostel, teachers' quarters, school clinic or other accessory to a Government Bantu school.

Section 8

- (1) Subject to the provisions of this Act, the Minister may, on such special conditions as he may stipulate and in accordance with such general principles as he may determine in consultation with the Minister of Finance, out of moneys appropriated or set aside by Parliament for native education, make grants-in-aid to any native school approved by him for the purpose of this section.
- (2) The Minister may, in his discretion, at any time suspend, reduce, or withdraw any grant made under this section or revoke his approval of any native school for the purposes of this section: Provided that before so exercising his discretion the Minister may cause an inquiry to be held at which the person or committee or other body in charge of the said school shall be entitled to be heard.

Section 9

- (1) As from a date to be fixed by the Minister by notice in the Gazette, no person shall establish, conduct, or maintain any Bantu or native school, other than a Government Bantu school, unless it is registered as prescribed.
- (2) The registration of any such school shall be refused or cancelled if the Minister, acting on the advice and recommendation of the Native Affairs Commission constituted under the Native Affairs Act, 1920 (Act No. 23 of 1920) given after due enquiry by the said Commission is of opinion that its establishment or continued existence is not in the interests of the Bantu people or any section of such people or is likely to be detrimental to the physical, mental or moral welfare of the pupils or students attending or likely to attend such school.

- (3) Any person who, after the date fixed under sub-section (1) admits any Bantu child or person to, or establishes, conducts or maintains, any Bantu or native school which is not registered in terms of this Act, shall be guilty of an offence and liable on conviction to a fine not exceeding fifty pounds, or in default of payment, to imprisonment for a period not exceeding six months.

Section 15

- (1) The Minister may from time to time make regulations
- (e) prescribing the medium of instruction in Government schools
 - (j) providing for religious instruction in Government Bantu schools
 - (l) prescribing the conditions under which Bantu community schools may be subsidized or assisted under section six
 - (m) providing for the approval of State-aided native schools, under section eight, and prescribing the conditions under which grants-in-aid may be made
 - (n) Providing for the registration of Bantu community schools or other native schools

Section 17 The Native Education Finance Act, 1945 (Act No.29 of 1945) is hereby repealed.

2. - FEEDING SCHEME

From:

G.P. - S. 13007-1952-3-3,500

Department of Education,
Arts and Science,
New Standard Bank Buildings,
PRETORIA

1st March, 1953.

Circular Minute No.315/7.

TO ALL COMMITTEES CONTROLLING FEEDING SCHEMES AT NATIVE PRIMARY
SCHOOLS-FEEDING SCHEME FOR NATIVE PRIMARY SCHOOLS

(A) APPLICATION OF SCHEME: GENERAL.

1. With reference to Circular Minutes Nos.E. 315/7 of the 3rd September, 1949, and the 4th August, 1950, both of which are hereby cancelled; I have to advise you that, subject to the provision of the necessary funds by Parliament, the native primary school feeding scheme will be continued on the basis outlined herein as from the 1st April, 1953.

2. The scheme will apply to all native children whose names appear in the official admission register of a primary school and who are, in the opinion of the responsible organiser, OVER 6 and UNDER 14 years of age and attend a Government, State-aided or private school, but excluding ALL CHILDREN ATTENDING SCHOOLS ON EUROPEAN FARMS and as further defined in para. 8.

(B) AIMS OF THE SCHEME:

It is the aim of the scheme:-

- (a) to supplement the normal meals provided at home with protective foods which contain sufficient quantities of protein and vitamins
- (b) to ensure that the diet of a pupil contains as much as possible of the foods needed for good health, irrespective of the circumstances of the pupil's home
- (c) to prevent fatigue and listlessness, and so to foster alertness and possibly the ability to learn.

The following is added in the new scheme:

Milk is the basis for feeding school children. The next important are fish, raw vegetables and fresh fruit. These three items constitute the principle protective food. Where these are, however, not obtainable in their original form, milk powder, dehydrated vegetables and dried fruit may be substituted.

(C) PARTICIPATION IN THE SCHEME

Schools which did not participate in the scheme before the 1st April 1949 will not be admitted after that date.

(G) PAYMENT OF SUBSIDIES

1. Subject to the provision of funds by parliament, the Department will determine the amount of the annual grant to a committee and the amount so determined will be paid out in quarterly instalments.
2. Where an increase in the school attendance takes place during any year, cheaper or smaller meals should be supplied as the grant will under no circumstances be increased for that year.

As from the 1st April, 1949 the total amount to be voted annually, by Parliament for the scheme will not be increased and it follows therefore that any increase in the attendance at participating schools will have the effect of reducing the amount available per meal per pupil per day.

(H) PURPOSE FOR WHICH GRANT MAY BE USED

1. A grant must be used primarily for supplying ONE MEAL PER DAY TO EACH NATIVE PUPIL OVER 6 AND UNDER 14 YEARS OF AGE who is registered PUPIL OF A PRIMARY SCHOOL; but EXCLUDING pupils as defined in paragraph A 8. No other person, teacher or pupil may be supplied with food from the grant.
-

APPENDIX II

SCHEDULE No.1 (N.B. Underline when no figure is requested.)
(School Survey)

1. AREA.....
 2. NAME and ADDRESS.....
 3. Type of School : UNDER BOARD/ NON-BOARD.
 - Government/Mission/ Part-time/ Special
 4. SUBSIDIZATION : yes/no - Highest..... Lowest.....
 5. FEES charged : yes/no
 -If FEES vary, criteria for assessment.....
 6. TEST BOOKS : provided/ paid for/ both. - Reduction(&) of.....
 7. SCHOOL FEEDING : yes/no - Free/charged (quota).....
 8. TRANSPORT : yes/no-
 : No. Pupils (Approximate) - Nearest stop (yards)

-School bus
 -public bus
 -train
 -walk

9. BUILDINGS : brick/iron - good/bad/fairly adequate.-
 : No.Blocks..... - No.Clas rooms.....

EXPENDITURE ON EDUCATION:1. TEACHERS:

	MALES=No.		FEMALES=No.	
	p.m.	p.yr.	p.m.	p.yr.
- Salary.....				
- Allowances(COLA)				

2. SCHOOL:

	p. quarter	- per Year.
a) Rent Grants.....		
b) -Fuel, Light, Cleaning		
Supplies...		
Water&Sanitary Services		
-Rates, Insurance.....		
-Repairs, Renovations&		
Maintenance, including		
grounds		
c) -Subsistence and Transport		
-General Maintenance		
(Equipment, Material,		
Furniture, Repairs)...		
-Library.....		
-Bursaries.....		
-Incidentals, Others...		
TOTAL:		

CULTURAL & RECREATIONAL ACTIVITIES--

1. LIBRARY: yes/no.
 : No. Books.....
 : No. Subscribers.....
 Newspapers&Magazines: yes/no
 Debating : Yes/no- No. p. Quart. -p.yr.

Dramatic: yes/no-
 Contests: yes/no-

2. Tennis: yes/no
 Rugby : yes/no
 Soccer: yes/no
 Cricket: yes/no
 Others: yes/no.

FACILITIES

Play grounds: yes/no
 : No.....
 : Size.....
 Swimming Pool: Yes/no

 Hall : yes/no
 Games room : yes/no

 Film : yes/no
 Radio : yes/no
 Telephone : yes/no.

- 2 -

TEACHERS: A) Certificated-		M.	F.	B) Uncertificated:		M.	F.
1. Europeans				1. Europeans:			
2. Coloured:				2. Coloured:			
3. Africans:				3. Africans:			
- Degree, Diploma							
- Native Primary Lower I							
- " " Lower III							
- " " Higher							
- " Infant School							
- " Physical Education							
- " Post Matric Domestic Sc.							
- " Housecraft							
- " Woodwork							
- " Music							
- " Agricultural Course							
TOTAL:							
TOTAL OF TEACHERS:							

A) AVERAGE ENROLMENT AND AVERAGE ATTENDANCE: 1st Quarter (March)

	Average Enrolment			Average Attendance Total
	Boys	Girls	Total	
Sub-Stds to Std. VI				
Std.VII to Std.X				
TOTAL :				

B) AVERAGE ENROLMENT AND AVERAGE ATTENDANCE: 2nd Quarter (June)

	Average Enrolment			Average Attendance Total
	Boys	Girls	Total	
Sub-Stds. to Std. VI				
Std.VII to Std.X				
TOTAL:				

ENROLMENT (AVERAGE) according to MEDIUM OF INSTRUCTION

	Sub A	Sub B	I	II	III	IV	V	VI	JC.I.	JCII VII	VIII	IX	X
English													
Afrikaans													
Nat.Lang.													
(xh.-S)													

TOTAL OF SUB.STDS.:

TOTAL (STD.VII -X)

RETARDATION IN PRIMARY SCHOOLS

	No. in Class	No. normal progress	No of pupils retarded by:					
			1 yr.	2 yrs.	3 yrs.	4 yrs.	5 yrs.	6 yrs.
Sub A.								
Sub B.								
Std.I.								
Std.II								
Std.III								
TOTAL:								

SUBJECTS taught according to each Std. (tick off)

	Sub A	Sub B	I	II	III	IV	V	VI	VII	VIII	IX	X
Afrikaans												
Arithmetic												
Biology & Zoology												
Botany												
Chemistry & Physics												
English												
Geography												
History												
Latin												
Mathematics												
Physiology & Hygiene												
Xhosa												
Cookery, Laundrywork and Housewifery												
Needlework												
Arts & Crafts												
Music: Choral singing												
Others												
.....												
TOTALS:												

DISTRIBUTION OF CHILDREN ACCORDING TO AGE AND SEX-(Age from 1954 Birth day)

A)BOYS	Sub A	Sub B	I	II	III	IV	V	VI	JC.I	VII	VIII	IX	X	TOTAL
Under 7														
7 but not 8														
8 " " 9														
9 " " 10														
10 " " 11														
11 " " 12														
12 " " 13														
13 " " 14														
14 " " 15														
15 " " 16														
16 " " 17														
17 " " 18														
18 " " 19														
19 and over														
TOTAL :														
B)GIRLS :														
Under 7														
7 but not 8														
8 " " 9														
9 " " 10														
10 " " 11														
11 " " 12														
12 " " 13														
13 " " 14														
14 " " 15														
15 " " 16														
16 " " 17														
17 " " 18														
18 " " 19														
19 and over														
TOTAL :														
TOTAL B & G.														
MEDIAN AGE:														

HOME LANGUAGE: Xhosa.....
 Sotho.....
 Tswana.....
 English.....
 Afrikaans.....

YEAR OF FOUNDATION OF THE SCHOOL:

TOTAL:

Schedule No.2

(Night Schools of the Cape Non-European Night
Schools Association)

Number of "Trained Teachers" - Sign with a
between the //////////////

//////////

Number of Students on the Roll

Students	Sub Stds	I	II	III	IV	V	VI	VII	VIII	IX	X	Total
Males												
Females												
Total												

Average Attendance for the 2 quarters:-

Period of School	Sub Stds	I	II	III	IV	V	VI	VII	VIII	IX	X	Total
1st quarter												
2nd quarter												

Age Classification of Students.

Age	Sub Stds	I	II	III	IV	V	VI	VII	VIII	IX	X	Total
From 16-19												
" 20-29												
" 30-39												
40 and over												
Total												

Classification of Students by Marital Status.

Status	Sub Stds	I	II	III	IV	V	VI	VII	VIII	IX	X	Total
Not married												
Married												
Widow												
Total												

Classification of Students by Home Language.

Xhosa
Sotho
Tswana
Others
Total

Schedule No.3

(Other private Night Schools)

Name and address of the school :

Year of foundation of the school :

Teachers		Pupils			
Number of Teachers	Qualifications	Sex	Age	Home Lan.	Marital Status

Questionnaire No.1
(Correspondence Colleges)

Consolata House,
Glendarrach Road,
Rondebosch,
CAPE TOWN.

Phone: 69-4535

14th June 1954.

Dear Sir,

I am doing a survey on the EDUCATION OF NATIVES IN CAPE TOWN MUNICIPALITY.

The data of my research will be the central part of the thesis which I am writing for my M.A. in Social Science at the University of Cape Town. The thesis is to be handed in by October, 1954.

I would be grateful if you would kindly help me by sending any available information on the activities and methods of your College.

Namely:-

1. General Prospectus of the College (Method, Courses provided, fees, finance.)

2. Total Number of Students taking Correspondence Courses:

Total No.	Europeans
" "	Coloureds
" "	Africans

3. In particular as many as possible of the following:

(a) No. of Native Students from Cape Town Municipality according to:

SEX:	No. Males
	No. Females

(b) No. of Native Students (Cape Town Municipality) according to Age Group - Marital Status - Home Language - Grade - Subjects.

Thanking you in anticipation and trusting that I will receive an early reply from you.

Yours faithfully,

Questionnaire No.2

(University Students)

"Consolata House",
Glendarrach Road,
Rondebosch,
Cape Town.

Phone: 69-4535

14th June 1954.

Dear Sir,

I shall be grateful if you could furnish me with the following information in connection with a thesis I am writing on the Education of Africans in Cape Town.

The information is to be confidential so there is no necessity for you to write your signature.

Please do answer this as soon as possible.

Many thanks and my best regards,

Yours faithfully,

QUESTIONNAIRE (Just underline, when it is sufficient)

1. Are you a FULL-TIME or a PART-TIME student?
2. Do you receive any GRANT or BURSARY? yes/no
If 'yes':-

Name of the Grant (if any)
Who provides it?
Total amount per annum
3. FEES: (a) Paid by family/tutor/friend.
 (b) Paid by yourself: yes/no
 (c) Do you work to provide for your fees? yes/no
 (d) Total amount of expenditure per annum for
FEES, ACCOMMODATION and FOOD:
4. Do you live with:

Parents?	yes/no
Relatives?	yes/no
Friends?	yes/no
In hostel	
etc.,	yes/no
5. MARITAL STATUS Are you:
 Married?
 Never-Married?
 Widow?
6. HOME LANGUAGE:
 My home language is

Appendix III

Letter No.1

(Heads of the Churches)

"Consolata House",
Glendarrach Road,
Rondebosch,
Cape Town.
Phone: 69-4535
1st June 1954.

Dear Sir,

I am doing a survey on the Education of Natives in Cape Town Municipality. The data of my research will be the central part of the thesis which I am writing for my M.A. in Social Science at the University of Cape Town.

I would be most grateful, if you could supply me with the following information:-

- (a) The number of schools run by the Churches
- (b) The addresses of the schools run by the Churches
- (c) Any publications, magazines, etc., relating to these schools.

Your permission for me to visit the school would also be appreciated. My telephone number is given above and I would be pleased to hear from you at your convenience.

With kind regards,

Yours faithfully,

Letter No.2

(Langa High School)

"Consolata House",
Glendarrach Road,
Rondebosch,
Cape Town.
Phone: 69-4535
1st June 1954.

Dear Sir,

At present, I am engaged in writing a thesis for the University of Cape Town on the Education of Africans in the Municipal area and would be very grateful if you would grant me an interview at a time convenient to you. I am very anxious to obtain information on the pupils, standards, conditions and so on at Langa High School.

I would be pleased if you would contact me at the above telephone number in order to arrange an appointment and thank you for your kind co-operation in this matter.

With kind regards,

Yours faithfully,

1.



Kensington Nursery School (Windermere)

2.



Langa Government Nursery School

3.



4.



Langa High School (Front)



Langa High School (Back)

6.



Chapel Street Methodist Primary

7.



Athlone Meth. Primary, Cashel Rd., & Night School

8.



Athlone Meth., Primary, Lawrence Road

9.



Athlone Meth. Primary, off Kromboom Road

10.



Athlone Meth., Primary, Blender Avenue

11.



Langa Meth. Primary (front) Cape Night Schools Association

12.



Langa Meth. Primary (back) Cape Night Schools Association

13.



Langa E.C. Primary - Cape Night Schools Association

14.



Langa R.C. Primary

15.



Langa A.M.E. Church

16.



Langa D.R.C. Primary, Jungle Walk

17.



Langa D.R.C. Primary, Jungle Walk

18.



Langa D.R.C. Primary, Jungle Walk

19.



Windermere Meth. Primary; 10th St., Cape Night Schools Association.

20.



Windermere Meth. Primary, 3rd Street

21.



Windermere Methodist Primary, 6th Avenue

22.



Windermere Methodist Primary, 6th Avenue

23.



Windermere Methodist Primary, 2nd Avenue

24.



25.



Windermere English Church Primary

26.



Retreat Presb., Boundary Rd., Cape Night Schools Association

27.



Retreat Presb., Boundary Road, 4th Avenue

28.



Retreat Presbyterian, Primary, Blouville

29.



Retreat Presbyterian Primary, Blouville

30.



Muizenberg Free Ground Methodist Primary

31.



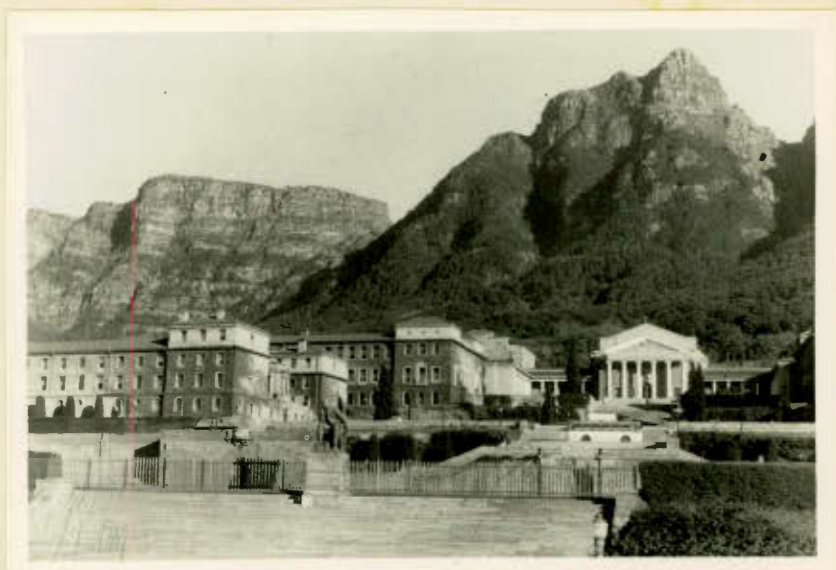
Rylands Methodist Primary

32.



Wittebome School for the Deaf

33.



34.



Technical College, Roeland Street, Cape Town.

35.



Technical College; Battswood Secondary School; Wynberg

36.



Technical College, Ales-Sinton Secondary School; Kensington

37.



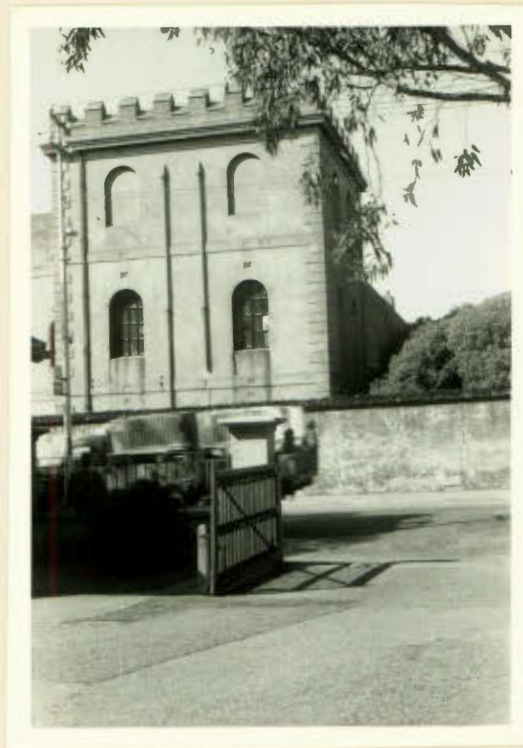
Kensington Central School, Maitland

38.



St Mark's Cape Night Schools Association; District 6

39.



Docks Cape Night School Association, Portswood Road,

40.



Cafda Cape Night Schools Association

41.



Sea Point Cape Night Schools Association

42.



Green Street, Cape Night Schools Association

43.



Diocesan College Night School, Rondebosch

44.



Rosebank Night School (Back)

45.



Rosebank Night School (front)

46.



Gardens Presbyterian Night School